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ABSTRACT

In 1993, the Accrediting Commission for Community and Junior Colleges initiated a comprehensive evaluation of the standards and procedures it uses to accredit colleges. The Commission asked the Research and Planning Group for California Community Colleges to carry out the survey. A total of 1,361 questionnaires were mailed to representative members of visiting teams and staff members from colleges which had been accredited using the 1990 standards. Study findings, based on a 70% response rate, included the following: (1) both team members and staff members who prepared self-studies were supportive of the overall accreditation process, including the Commission handbooks, orientation, team composition, and clarity of communications; (2) evaluation standards were judged to be appropriate; (3) the process was perceived to be useful in promoting self-evaluation, planning, and program review; clarifying college mission and goals; and monitoring college processes; (4) a majority the respondents felt that accreditation stimulates institutional improvement, certifies that colleges are meeting their goals, provides broad assurance of quality to the public, and helps develop consensus on standards of good practice; and (5) respondents were critical of the accreditation process with respect to its helpfulness in complex budgetary, staffing, and leadership areas; clarity of standards; the Commission's willingness to take negative actions when warranted; and colleges' lack of speed in taking action on accreditation recommendations. The survey report includes data on procedures and outcomes; a comparison of findings with a 1987 survey; and policy questions raised by survey findings. (KP)

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Accrediting Commission For Community & Junior Colleges

Evaluating the Evaluators: How Participants View Accreditation Standards, Practices, and Results

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Evaluating the Evaluators:

How Participants View Accreditation Standards, Practices, and Results

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Preface

Accrediting associations ask member institutions to engage in systematic self-evaluation, to gather evidence of effectiveness in meeting their mission, and to use the findings to improve the institution. Accreditors should ask no less of themselves. Recognizing that institutions devote substantial resources to self study, planning and accreditation, the Accrediting Commission for Community and Junior Colleges wishes to make the processes of accreditation as effective and economical as possible.

The survey results reported in this document represent the first step in a major re-evaluation of the work of the Accrediting Commission for Community and Junior Colleges. This report will be followed by an External Review conducted by a select group of educators and public policy analysts, reporting to the Commission in January, 1994. Both reports will help to direct the development of the next edition of the Handbook of Accreditation.

The Commission acknowledges an enormous debt to the RP Group of institutional researchers, especially to the three researchers who conducted the study: John Evans of San Joaquin Delta College, Robin Richards of the Yosemite Community College District, and Barbara Beno, President of Vista Community College (who chaired the study). Judith Watkins, Associate Director of the Commission, served as the very effective staff liaison to the research group.

The contribution of data processing resources by San Joaquin Delta College is gratefully acknowledged.

The Accrediting Commission appreciates the many contributions of time and talent from individuals who make the system work, including the efforts required to respond to the survey.

John C. Petersen
Executive Director
Accrediting Commission for Community and Junior Colleges

Executive Summary

Background

In 1993, the Accrediting Commission for Community and Junior Colleges initiated a comprehensive evaluation of the standards and procedures it uses to accredit colleges. The Commission intended that one part of that evaluation should be an independent survey of the community college faculty and staff who had been the central participants in the accreditations—those on the visiting teams and those at the colleges who prepared the self-studies using the 1990 standards.

The Commission asked The Research and Planning Group for California Community Colleges (the RP Group) to carry out the survey. This report presents its findings.

The Survey

A total of 1,361 questionnaires were mailed to representatives of two groups: (1) members of visiting teams; and (2) staff members from the colleges which had been accredited using the 1990 standards. Completed questionnaires were received from 947 individuals, for a response rate of 70 percent.

The Survey Findings

The principal finding of the survey is that both the team members who have carried out the accreditation reviews and the college staff members who have participated in the preparation of the self-studies give strongly positive evaluations of most features of accreditation:

- *Process.* Respondents expressed support for the overall accreditation process, including the Commission handbooks, college and team orientation, team composition, and the clarity of the Commission's communications.

- *Standards.* The evaluation standards were judged to be appropriate.

- *Utility.* Most perceived the accreditation process to be useful to the operation and management of colleges in the areas of promoting self evaluation, stimulating planning and program review, clarifying college mission and goals, and monitoring college processes;

- *The larger value of accreditation.* Large majorities said that accreditation results in stimulating institutional improvement, certifying that institutions are meeting their educational objectives, providing quality assurance to the public, and developing a broad consensus on standards of good practice.

There are some important exceptions to the generally favorable pattern of opinions, specifically:

- There were some concerns as to whether accreditation results are useful in improving the complex budgetary, staffing, and leadership areas of community college management, i.e., resource allocation procedures, staff quality and diversity, and the ways in which boards of trustees function.

- The opinion was widely shared that some of the standards are less clear than they might be.

- There was some skepticism about the Commission's willingness to take negative actions when warranted.

- Many said colleges are slow to take action on accreditation recommendations.

Nevertheless, despite the critical judgments on these issues, most respondents made favorable assessments of most aspects of the accreditation process, usually by large margins.

This report and its appendices provide: (1) the data on the procedures and outcomes of the survey; (2) a comparison of the findings of this survey with those from a similar survey carried out in 1987; (3) and some of the policy questions raised by the survey findings.

Chapter I

Introduction

An examination of the accreditation process is timely. Pressures on higher education institutions to provide effective education are increasing as rising costs stimulate greater public interest in student outcomes. The amendments to the Higher Education Act of 1992 have imposed new responsibilities on the accreditation process which alter significantly the traditional peer review that has been the hallmark of accreditation in the past. The controversy over student loan default has focused attention on institutional effectiveness and the processes that insure institutional quality. Institutions put a good deal of time and energy into the accreditation process; it is appropriate that an evaluation of the accreditation process address the perceptions of those who are engaged in accreditation.

This report examines the viewpoint of institutions which are members of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges toward the accreditation process, particularly the new standards implemented in 1990. It is part of a larger review of the accreditation process which includes an evaluation of the 1990 Handbook and Standards by the Commission and its staff, and an assessment of the views of the education community toward accreditation by an External Review Panel.

This study is particularly concerned with the experiences and opinions of those most closely associated with the accreditation process—those individuals who have served as part of accreditation teams visiting other institutions, and those at the colleges who have participated in an accreditation self study under the new standards.

The research was designed to address several research questions dealing with the quality of the accreditation process as well as the utility of the standards and the process in addressing issues that are key to institutional quality. The report addresses the appropriateness and clarity of the new accreditation standards published in 1990 and analyzes differences in perspectives toward accreditation since the last study, done in 1987. The report also examines the difference between public and private institutions' perceptions of the accreditation standards and attempts to determine the commitment of participating institutions to the accrediting process. Finally, the report suggests some policy questions deserving of further review by the Accrediting Commission.

This research was conducted by a team of researchers from the Research and Planning Group of California Community Colleges. Team members were chosen for their experience with accreditation as well as their research skills. The RP Group Board, composed of 15 researchers, served as a resource in guiding the development and implementation of this survey. Dr. Judith Watkins, Associate Director of the Accrediting Commission for Community and Junior Colleges, served as consultant to the research team. In designing the survey, the team made some use of the 1987 Accreditation Survey conducted by Ernest Berg for the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Chapter II

The Survey

Survey Design

The survey was developed by a team of researchers selected by the RP Board and the ACCJC staff. The group was selected based upon their expertise in the area of survey research and experience with the accreditation process. The group used a series of steps to develop the 1993 survey. These steps are as follows:

One: Obtain General Direction for the Study

To begin the study, ACCJC staff provided general direction about the research questions to be addressed. At its June 1993 meeting, the Commission discussed the study, and members provided input on areas they felt important to evaluate. The team also examined the 1987 Accreditation Survey. The research team and the Commission agreed that the overall purpose of the study should be to assess the perceptions of the user constituencies regarding the effectiveness, utility, and reliability of the 1990 Accreditation Standards in demonstrating the quality and effectiveness of institutions and promoting improvements in them.

Two: Identify Research Questions

The team developed the following list of research questions to be addressed by the survey:

1. What is the perceived quality of the accreditation process and outcomes?
2. What is the level of trust and confidence in the reliability and validity of the outcomes of accreditation?
3. What is the utility of the 1990 Standards—do they address appropriate issues?
4. Is there a difference between public and private institutions in their perceptions of the standards?
5. What is the strength of commitment by the institutions to the accrediting process?
6. Have there been any changes in constituency perspectives of the accrediting process since the 1987 survey?

Three: Create the Survey Instrument

The group conducted several meetings to design a survey which would require respondents to make some hard choices. By doing so, respondents would not be allowed to give only "middle of the road," neutral-type answers which provide little in the way of evaluation information. The survey instrument consisted of objective, multiple-choice questions and two open-ended questions. There were two basic goals the group kept in mind as the survey was developed:

- *To insure the survey captured critical opinions where they existed.* There is a human tendency to steer away from controversy and soften negative

views. A concerted effort was made to insure the response alternatives to the survey questions provided the opportunity to register critical views.

- *To insure all phases of the accreditation process were covered.* An effort was made to provide for a comprehensive evaluation that would give the Commission better information for decisions it will be making about all aspects of the accreditation process.

Four: Test the Survey in the Field

The research team conducted a field test to determine the appropriateness and clarity of the research questions. Members of the Commission and the RP Group Board, as well as selected key accreditation experts nationwide, reviewed the draft questionnaire. This process yielded many valuable comments which improved the survey design.

Five: Prepare the Final Survey Instrument

The team prepared the final survey instrument using comments from the field test. To facilitate data entry and analysis, the survey was prepared on a scannable form. A copy of the survey instrument can be found in Appendix A.

Timeline

The timeline for developing and distributing the survey instrument was as follows:

April-May 1993:	Initial meetings on General Direction
June 1993:	Discussion at Commission Meeting
June-July 1993:	Research Questions Identified
July-August 1993:	Survey Questions Drafted
August 1993:	Field Test of Survey
September 1993:	Final Survey Developed
September 30 1993:	First Mailing of Survey
October 25, 1993:	Second Mailing of Survey
November 23, 1993:	Third Mailing of Survey
December 3, 1993:	Last Survey Due Date

Survey Study Group

Description of the Study Group

Those surveyed included two groups: 1) individuals from the colleges; and 2) individuals from the teams. The criteria for selection of these individuals is as follows:

1) Individuals from the colleges:
Used the 1990 Standards AND received a team visit by Spring 1994.

2) Individuals from the teams:
Served on a team in 1991-92 or 1992-93.

In order to maximize the number of cases, particularly those in the subgroups, the research team decided to survey all individuals in these two groups. A total of 1,361 individuals were sent a questionnaire. A complete listing of the colleges is included in Appendix B.

Responses

A total of 947 usable questionnaires were returned, for a response rate of 70%. The survey respondent group reflected broad representation of various demographic groups. A detailed description of the response rate by subgroup is included in Appendix C.

Survey Respondent Distribution

Gender:	Female	45%	Type of Institution:	Public	91%
	Male	52%		Private	6%
	No Response	3%		No Response	3%
Ethnicity	White	70%	College Position:	District CEO	4%
	Hispanic	8%		College CEO	4%
	Black	7%		CIO	7%
	Asian & Other	9%		Chief Stu. Svcs. O.	5%
	No Response	5%		Business Officer	4%
				Aca. Senate Pres.	3%
Accreditation Role	Chair Self Study	16%		Faculty Member	34%
	Acc. Liaison Off.	10%		Other Admins.	22%
	Std. Comm. Mem.	32%		Support Staff	4%
	Accred. Team Mem.	35%		Trustee	3%
	Chair, Accred. Team	6%		Other/No Response	8%
	Other	8%			

Chapter III

The Survey Findings

To provide the Commission with a comprehensive assessment of opinions about the accreditation process among those who have made the evaluations and those who have been impacted by them, the survey questionnaire included questions on:

> The ***process*** through which accreditation is carried out;
>
> The ***appropriateness and clarity*** of the 1990 accreditation standards;
>
> The ***utility of accreditation findings*** to the management and operation of individual colleges; and
>
> The ***larger value of accreditation*** to higher education and the broader society.

In this chapter, we provide an overview of the key findings. The responses to the closed-end questions for the total sample and for selected subgroups (college position, accreditation role, multi- vs. single-college district, ethnicity, gender, and public or private) are provided in Appendix D. The responses to the narrative questions are found in Appendix E. For reference in interpreting the results, a copy of the Questionnaire can be found in Appendix A.

The Accreditation Process

The survey respondents—those who participated in accreditation visiting teams and those who were part of the self study process at their colleges—were asked about all the basic accreditation procedures, including:

- The orientations provided by the Commission;
- The composition of the visiting teams;
- The accuracy of both the self study and accreditation team reports;
- The dissemination of accreditation team report findings;
- The communication of Commission decisions; and
- The Commission's willingness to take negative actions when warranted.

The basic finding from this set of questions is that large majorities—ranging from two-thirds to four-fifths—have favorable opinions about nearly all the accreditation procedures.

As shown in Table 1, more than four out of five say the Commission handbooks are effective, and majorities think the orientations provided by the Commission to colleges (83%) and teams (65%) [1] are useful. The respondents believe the Commission communicates its decisions to the colleges (86%), that visiting teams are composed of knowledgeable and objective people (84%), and they think both the Accreditation Team

---

[1] It is likely that the more frequent response of "don't know" and the less frequent response of "agree" on this item results from the large number of respondents who have not served on visiting teams.

Report (74%) and the Self Study Report (73%) provide balanced assessments of colleges' strengths and weaknesses. A smaller majority (66%) say accreditation report findings get disseminated to faculties and staffs.

Views about the Commission's willingness to take negative actions depart somewhat from this strongly favorable pattern. More than half say the Commission does this only sometimes or rarely.

Table 1

Opinions About General Accreditation Process
(N=948)

1. As you think about the overall accreditation process, indicate how strongly you agree or disagree with each of the following statements.

	Agree	Not Sure	Disagree
1. Accrediting Commission handbooks provide effective guidance to colleges to completing Self Study Reports.	85%	10%	4%
2. The orientation provided to colleges preparing Self Study Reports is useful.	83%	15%	2%
3. The orientation provided by the Commission to visiting teams is useful.	65%	34%	1%

2. For each of the following items, indicate how frequently you think they are true of the accreditation process.

	Usually	Sometimes	Rarely
1. The Accrediting Commission clearly communicates its decisions to the institutions.	86%	14%	1%
2. The accreditation teams are composed of knowledgeable and objective people.	84%	15%	1%
3. The Accreditation Team Report provides a balanced assessment of the college's strengths and weaknesses.	74%	24%	1%
4. The Self Study Report provides a balanced assessment of the college's strengths and weaknesses.	73%	25%	2%
5. The findings of the Accreditation Team Report are disseminated widely to faculty and staff.	66%	29%	6%
6. The Accrediting Commission takes negative actions when warranted.	43%	49%	8%

When asked whether the Self Study Report or the Accreditation Team Report is more accurate in 13 separate areas (quality of instruction, staff diversity, financial management, shared governance, etc.), most respondents say there is no difference between the two reports in most areas (Table 2).

Among the minority who feel there is a difference, the Accreditation Team Report is viewed as more accurate in most areas. This is markedly the case on the issue of district/college relationships, where the majority feel there is a difference between the two reports, and 58% believe the Accreditation Team Report is more accurate.

Table 2

Evaluations of the Self Study vs. the Team Report (N=690)*
(Ranked by % No Difference)

4. Using the last accreditation you participated in, indicate for each of the following areas whether the Self Study Report was more accurate, the Accreditation Team Report was more accurate, or there was no major difference between the two.

	Self Study More Accurate	No Difference	Team Rpt More Accurate
1. Quality of the staff	8%	84%	8%
2. Quality of instruction	12%	77%	11%
3. Facilities and equipment	16%	71%	13%
4. Staff diversity	9%	70%	21%
5. Institutional integrity	10%	67%	23%
6. Functioning of the board of trustees	10%	67%	23%
7. Student services	12%	66%	22%
8. Administrative leadership	10%	63%	26%
9. Library and learning resources	16%	62%	22%
10. Financial management	14%	61%	25%
11. Relations among campus groups	15%	58%	27%
12. Shared governance	16%	57%	27%
13. District/college relationships (if applicable [N=393])	12%	30%	58%

*Since some accreditation reviews were still in progress at the time of the survey, and some respondents had not seen the Accreditation Team Report, the total number of respondents on these questions was limited to those who had seen it. The total is 690 compared to 948 on most of the other questions.

The Accreditation Standards

Respondents were asked to evaluate both the appropriateness and the clarity of all eight standards:

1. Institutional integrity, purposes, planning, and effectiveness
2. Educational programs
3. Student services and the co-curricular environment
4. Faculty and staff

5. Library and learning resources
6. Physical resources
7. Financial resources
8. Governance and administration

The Appropriateness of the Standards

As with the accreditation procedures, opinions about the appropriateness of the standards are highly favorable. Substantial majorities, ranging from 65% to 76%, say that all eight of the new standards are "very appropriate" as bases for accreditation. The data indicate that among both those who have used the standards to carry out accreditation assessments (the team members) and among those who have used them to prepare self studies (the college staffs), there are not many who feel the standards are basically flawed or need to be fundamentally changed.

Table 3

Opinions on the Appropriateness of the New Accreditation Standards (N=948)

6. As you may know, the accreditation standards were revised in 1990. Please indicate how appropriate you think each of the eight accreditation standards is for assessing the quality of a college, and how clearly you think each is stated.

	Very Appropriate	Moderately Appropriate	Not Appropriate
1. Educational Programs	76%	22%	1%
2. Institutional Integrity, Purposes, Planning, and Effectiveness	69%	29%	2%
3. Faculty and Staff	68%	29%	3%
4. Financial Resources	68%	29%	3%
5. Student Services and the Co-Curricular Learning Environment	66%	33%	1%
6. Governance and Administration	66%	30%	4%
7. Library and Learning Resources	66%	30%	4%
8. Physical Resources	65%	33%	2%

In addition to the structured questions in the questionnaire, the survey respondents were given the opportunity, through an open-ended question, to comment on the standards. In response to the question, "Are there any changes or additions you think should be made to the accreditation standards?", respondents echoed the favorable evaluation evident in the answers to the structured questions (see Appendix E for the full text of all written comments):

> "It is an excellent instrument. The implementation and the process are sometimes suspect."

"This area has improved with every revision of the standards. They are very good now!"

"None that I can think of; if those that exist can be fulfilled, the result will certainly be effective, humane institutions."

"In general, the philosophy of the standards is excellent and leads to the 21st century needs of higher education. How to respond, i.e., demonstrate attention to goals and objectives, is not as clear."

The Clarity of the Standards

Opinions on the matter of the clarity of the standards are not as strongly favorable as those on their appropriateness. On most of the eight standards, roughly half of those surveyed feel they are "very clear," but substantial numbers—ranging from 42% to 49%— say they are only "moderately clear."

Table 4

Opinions on the Clarity of the New Accreditation Standards (N=948)

6. As you may know, the accreditation standards were revised in 1990. Please indicate how appropriate you think each of the eight accreditation standards is for assessing the quality of a college, and how clearly you think each is stated.

	Very Clear	Moderately Clear	Not Clear
1. Educational Programs	56%	42%	3%
2. Faculty and Staff	53%	42%	5%
3. Financial Resources	51%	44%	5%
4. Physical Resources	50%	45%	5%
5. Library and Learning Resources	49%	45%	5%
6. Student Services and the Co-Curricular Learning Environment	48%	47%	4%
7. Institutional Integrity, Purposes, Planning, and Effectiveness	44%	49%	7%
8. Governance and Administration	44%	47%	9%

Respondents were given the opportunity, through an open-ended question, to comment on the clarity of the standards. Some of the responses to the open-ended question reflect the reservations about the clarity of the standards evident in the responses to the structured questions:

"Standards are sometimes unclear--need to be more detailed, with possible examples."

"Rewrite them all. Eliminate overlap. Eliminate jargon."

"Use common English everyone can understand."

"We consumed a good deal of time debating what the standard meant."

Other Concerns About the Standards

Despite the predominant view that the standards are appropriate bases for evaluating community colleges, some respondents nevertheless made suggestions on how they should be changed. Two frequently mentioned areas were diversity and accountability/outcomes.

Diversity

Among those who commented about the use of diversity as an accreditation standard, opinions were sharply polarized, with strong views for or against it.

Some favored greater emphasis in the standards on diversity:

"Broaden standards to address educational equity."

"Separate section solely assigned to staff diversity and institutional effort to assist underrepresented student retention."

"I believe that multi-cultural diversity issues should be explicitly included in the standards--should probably be a standard in and of itself."

"Although affirmative action is incorporated into most standards, a standard should be developed titled Affirmative Action."

But others opposed the use of diversity as a standard:

"Remove racial and gender preferences in hiring."

"Get rid of diversity elements--it should have no place in academic accreditation. Political correctness has already done enough harm to true academics and needs no help from this process to work its damage!"

"Too much emphasis on diversity!"

Accountability and Outcomes

Another strong theme in the suggestions for changing the standards centered around the belief that more emphasis is needed on outcomes and quantitative measures of effectiveness.

"What happened to the 'accountability' movement? The self study assessment really doesn't measure anything very well. Measurement

processes should be devised to clearly measure effectiveness—until then, we are only guessing."

"Where do the colleges demonstrate that they are successful in educating students? Accreditation seems to evaluate whether all the systems are in place, but not whether students are learning!"

"More emphasis on results, not process."

"The process is disproportionately focused on process rather than outcomes."

"Need outcome measures of productivity, not input measures."

The Utility of Accreditation

Staff members were asked how useful accreditation results are in bringing about change at their colleges. Table 5 summarizes the survey respondents' contrasting assessments of the utility of the standards in 14 areas.

It is clear from the data that the survey respondents have sharply contrasting views about how useful accreditation results are in bringing about improvements in the different sectors of college operations.

On the one hand, majorities believe that accreditation results are effective in changing many of the important educational and managerial functions at their institutions: promoting self-evaluation (81%), stimulating planning (78%) and program review (76%), clarifying missions and goals (75%), monitoring college processes (73%), improving student services (58%), improving instruction (57%), and clarifying district/college relationships (53%).

But many feel that accreditation results are not very useful in broadening diversity (44%), improving relations among campus groups (49%), improving resource allocation procedures (51%), improving staff quality (55%), and improving the functioning of boards of trustees (52%).

The conclusion that emerges, which is displayed in Table 6, is that community college staffs believe accreditation findings are useful in the more procedural and analytical areas, like planning and evaluation, but they are skeptical that they can have significant impact in the critically important areas of resource allocation, staff quality, and trustee performance.

Table 5

Opinions About the Utility of the New Accreditation Standards (N=948)
(Ranked by % Useful)

3. Please indicate how useful accreditation results have been in bringing about change at your institution in each of the following areas:

	Useful	No Change Needed	Not Useful
1. Promoting systematic self-evaluation	81%	3%	16%
2. Stimulating planning	78%	4%	18%
3. Stimulating program review	76%	5%	18%
4. Clarifying college mission and goals	75%	6%	19%
5. Monitoring college processes	73%	5%	22%
6. Improving student services	58%	12%	30%
7. Improving instruction	57%	9%	33%
8. Clarifying district/college relationships (if applicable [N=579])	53%	6%	40%
9. Improving administrative leadership	51%	8%	42%
10. Broadening diversity	43%	13%	44%
11. Improving relations among campus groups	41%	10%	49%
12. Improving resource allocation procedures	39%	10%	51%
13. Improving staff quality	33%	12%	55%
14. Improving the functioning of the board of trustees	28%	20%	52%

Table 6

Areas Where Accreditation is Rated as Very or Somewhat Useful	Areas Where Accreditation is Rated as Not Very or Not at All Useful
Promoting Self-Evaluation	Broadening Diversity
Stimulating Planning & Program Review	Improving Relations Among Groups
Clarifying Missions & Goals	Improving Resource Allocation Procedures
Monitoring College Processes	Improving Staff Quality
Improving Student Services	Improving Functioning of the Board
Improving Instruction	
Clarifying District/College Relationships	

Finally, on the issue of what colleges do with the accreditation reports they receive, only about a third of the respondents think they act on the findings from accreditation reports as promptly as they should.

> Is it your experience that most colleges move expeditiously to address the Accreditation Report's findings and recommendations (35%), move slowly (47%), or wait until the next review (18%)?

The Larger Value of Accreditation

The view is nearly universal that accreditation has broad policy benefits to higher education. As shown in Tables 7, 8 and 9, large majorities say that the accreditation process identifies the important issues colleges need to address (96%), stimulates institutional improvement (85%), certifies that institutions are meeting their educational objectives (80%), provides quality assurance to the public (78%), and develops a broad consensus on standards of good practice (76%).

Similarly large majorities believe accreditation is a valuable process to the college being accredited (85%), and that participating in the accrediting process was either "definitely" (53%) or "moderately" (32%) beneficial to them personally.

Table 7

Opinions About the Larger Value of Accreditation
(N=948)

8. Indicate how strongly you agree or disagree with each of the following statements about the overall value of the accreditation process.

	Agree	Disagree	Don't Know
1. It identifies important issues which colleges need to address.	96%	3%	1%
2. It stimulates institutional improvement.	85%	13%	2%
3. It certifies that institutions are meeting their educational objectives.	80%	16%	4%
4. It provides quality assurance to the public.	78%	15%	7%
5. It develops a broad consensus on standards of good practice in higher education.	76%	18%	6%

Table 8

Opinions About the Larger Value of Accreditation
(N=948)

9. Which of the following statements best reflects your view about the value of the accreditation process to a college being accredited?

1. It is a highly valuable process that is well worth the effort it requires.	39%
2. It is a valuable process that is helpful to the college.	46%
3. It has some limited value for the college.	13%
4. It has small value to the college and is not worth the resources and effort it requires.	3%

Table 9

Opinions About the Larger Value of Accreditation (N=948)	
10. Looking back on the most recent accreditation process in which you participated, which one of the following statements best describes your personal experience?	
1. It was definitely beneficial to me.	53%
2. It was moderately beneficial to me.	32%
3. It was of limited benefit to me.	12%
4. It was of no benefit to me.	3%

Opinions Among Different Groups

Appendix D compares the responses to all the survey questions by major sub-groups—by college position, accreditation role, single vs. multi-college district, ethnicity, gender, and public vs. private institution. An analysis of the responses shows a remarkable homogeneity of opinion among survey respondents on most issues. The general absence of sharp differences among CEO's, administrators, faculty, support staff, and trustees is noteworthy given their different positions and perspectives in the community college structure.

There is a tendency, reflected in many of the items, for the faculty to be more critical than the other groups on some items. However, on most items these differences are not large and do not alter the basic pattern of generally positive response on most issues.

There are also fewer differences than might be expected between those who served on accreditation visiting teams and those at the colleges who were the object of their review. In addition, there is an absence of marked differences among ethnic groups.

Finally, respondents from private institutions feel slightly less positive than individuals from public institutions about the accreditation procedures and the appropriateness of the standards, and more positive than those from public institutions about the impact of accreditation on institutional change. Those from private institutions also believe with significantly greater frequency than individuals from public institutions that the Commission takes negative action when warranted.

Conclusions

The principal finding of the survey is that both the team members who have carried out the accreditation reviews and the college staff members who have participated in the preparation of the self-studies give strongly positive evaluations of most features of the accreditation process, including:

- *Process.* Respondents expressed support for the overall accreditation process, including the Commission handbooks, college and team orientation, team composition, and the clarity of the Commission's communications.

- *Standards.* The evaluation standards were judged to be appropriate.

- *Utility.* Most perceived the accreditation process to be useful to the operation and management of colleges in the areas of promoting self-evaluation, stimulating planning and program review, clarifying college mission and goals, and monitoring college processes.

- *The larger value of accreditation.* Large majorities said that accreditation results in stimulating institutional improvement, certifying that institutions are meeting their educational objectives, providing quality assurance to the public, and developing a broad consensus on standards of good practice.

There are some important exceptions to the generally favorable pattern of opinions, specifically:

- There were some concerns as to whether accreditation results are useful in improving the complex budgetary, staffing, and leadership areas of community college management, i.e., resource allocation procedures, staff quality and diversity, and the ways in which boards of trustees function.

- The opinion was widely shared that some of the standards are less clear than they might be.

- There was some skepticism about the Commission's willingness to take negative actions when warranted.

- Many said colleges are slow to take action on accreditation recommendations.

Nevertheless, despite the critical judgments on these issues, most respondents made favorable assessments of most aspects of the accreditation process, usually by large margins.

These are areas where the Commission may wish to consider changes in accreditation policies and procedures. Some of these perceived shortcomings are not so much problems in the accreditation process as they are failures to respond to accreditation report recommendations. While the principal responsibility for correcting these problems eventually lies at the district or college level, the Commission may wish to consider ways it can stimulate local action.

Chapter IV:

Changes in Opinions About Accreditation
A Comparison of 1987 and 1993 Survey Results

There is a significant difference in the research perspective and survey design between the 1987 and 1993 studies. Nevertheless, some comparisons between the studies are possible. The 1987 study was particularly concerned with differences in the perceptions of accreditation by those holding different job titles at the colleges; with the difference in perceptions toward accreditation between public and private institutions; and with the perceptions of institutional members toward the utility of institutional goals versus those imposed by accreditation standards. The 1993 study focused on the overall utility and clarity of the new (1990) Accreditation Standards, but does nevertheless permit analysis of differences in perceptions by job title and type of institution – public or private.

General Perceptions of the Value of the Accreditation Process

In both the 1987 and the 1993 studies, survey respondents indicated a strong general agreement that the accreditation process is beneficial to the colleges and is a useful procedure for improving quality in some areas of institutional operations. The 1987 study indicated that persons in private colleges felt less positively than those in public institutions about the overall utility of the process. The 1993 study indicates some change: respondents from private institutions were more likely than those from public institutions to feel that the accreditation process has a positive impact on institutional change and improvement.

Institutional Qualities Best Measured by the Accreditation Process

The new Accreditation Standards have significantly altered the language used to describe standards as well as the conceptual grouping of elements of those standards. These changes in language make a comparison of the respondents' perceptions of the usefulness of accreditation standards difficult, but some limited comparisons are possible.

The 1987 report indicated that respondents perceived accreditation to be effective at measuring institutional effectiveness and quality in some areas: library, institutional goals and objectives (planning), the overall comprehensiveness of educational programs, the quality of physical facilities and the quality of student services such as counseling. However, the 1987 report also indicates respondents felt the accreditation process was less able to effectively measure other institutional elements, including: system/district relationships, the overall competence of educational leadership, the quality of educational evaluation, an institution's financial planning, and the overall quality of its faculty.

The 1993 survey asked a slightly different question: how appropriate are the standards for measuring effectiveness in each of the eight areas? The results suggest the new standards have improved the usefulness of the accreditation process.[1]

Value of Team Report vs. Self Study Report

Both studies indicated that accreditation practitioners believe there is a good deal of congruence between the self study and accreditation team reports. However, where there are differences, the 1987 study indicates a larger percentage of respondents perceived the Self Study Report to be a more effective indicator of institutional weaknesses and strengths than the team report. The results of the 1993 study are the reverse: more persons believe that the team report is the more accurate indicator of institutional strengths and weaknesses. This change may reflect a growing confidence in the accuracy of the accreditation process.

Impact of Accreditation on Institutional Change

The 1987 survey shows that accreditation is perceived to have the most impact on institutional change in the areas of educational evaluation and planning, in the library and learning resources operations, in governance and in financial planning. The 1987 report also shows that respondents believed that accreditation was less likely to influence positive changes in the areas of business management, allocation of financial resources, quality of college/district relationships and in the overall competence of faculty.

Findings of the 1993 survey are not very different: significant portions of the respondents believe that accreditation results are not very useful in improving resource allocations or staff and faculty quality. The later survey also indicates less confidence that accreditation positively impacts governance, particularly in that portion of governance associated with the functioning of the board of trustees.

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[1] Responses to the question, "Indicate how appropriate and clear you think each of the standards is for assessing the quality of a college," ranged from 96% to 99% for appropriateness and 91% to 97% for clarity.

Chapter V

Policy Implications

The survey results, while indicative of the strong support for the accreditation process and the standards as they are currently written, raise a number of policy questions that the Accrediting Commission for Community and Junior Colleges may wish to discuss as it considers changes in the accrediting process.

1. Should the Accreditation Standards be more oriented toward student "outcomes" and use measurable standards for assessing institutional effectiveness in this area? Should there be more focus on instruction and learning, and less focus on facilities, governance, and staffing?

A number of the narrative responses indicate a concern that the accreditation standards focus a good deal on institutional structures and processes in the attempt to improve quality, but gather little objective data about student learning and student success. This concern likely reflects the increasing emphasis of higher education institutions on student success.

The Commission may want to consider adding to its standards components requiring objective measurement of student learning outcomes, or shifting the emphasis of the language in the standards from a focus on process and structure to a focus on student learning or success.

2. Are the team visits the appropriate length? Should time be added to allow more in-depth analysis of the college?

The majority of narrative responses on the length of the team visit indicate that respondents believe the accreditation process could benefit by an increase in the length of the team visit. Most respondents believe the team visit is too short to allow adequate analysis of all of the institutional data prepared for the visit, to visit classes and programs, and to talk with campus staff and students. Several recommend that more time be spent with specific individuals or groups, including self study Chairs, the faculty, students, and college administrators.

In contrast, a minority of respondents writing on this topic recommend that the team visit be streamlined and shortened. There is a sense that it takes a good deal of campus staff time to accommodate the visiting team, and that written documents provided before the team visit could shorten the time required for the visit.

The Commission may wish to review the length and format of the accreditation team visit in order to provide for more comprehensive examination of institutional quality.

3. Is the usefulness of the accreditation process compromised by politics – either at the level of the team or the college staff?

This issue is perhaps a key to understanding why the survey results indicate accreditation is perceived to have relatively less impact in improving the staff quality, distribution of resources, or functioning of boards of trustees than other areas of

institutional quality. (See discussion in Chapter III.) This perception was reinforced by the narrative responses. There is a sense among respondents that processes that are perceived to be basically political, involving power constituencies on the campus, are not likely to change as a result of the accreditation recommendations.

For example, several commented that campus politics affect the selection of self study committees and content of the report so that it may not completely describe some aspects of the institution. Others indicated that college staff may feel unable to speak openly to team members, and the results of the team visit are thereby skewed. Still others indicated a concern that more vocal staff members may be too often successful at swaying the perspective of the visiting team to that of campus interest groups.

Some very strongly worded comments suggest teams or team chairs may fail to fully address some college deficiencies because of sensitivities to their peers. Other comments suggest the final report softens criticisms made by team members during the visit, particularly the criticisms directed toward administrators. A number of concerns were expressed about the impartiality of team chairs.

As it works to clarify the standards, the Commission may wish to attempt instructions to both self study committees and accreditation teams that will attempt to mitigate the concerns about political biases.

4. Should the accreditation process address the effectiveness of districts rather than just colleges?

Some narrative comments discuss what may be a college staff frustration resulting from the fact that colleges are accredited and expected to work toward improvement, but their efforts may be hindered by district practices and policies. In multi-college districts, the standard on governance and administration may not be clear enough to allow a careful evaluation of the district governance structure. Since districts are not accredited, team recommendations that suggest improvements in district operations are not likely to be as effective as are the recommendations about colleges. The need to consider whether districts should be subject to some more influential form of the accreditation process is supported by the strong belief among respondents that accreditation is unlikely to affect the functioning of boards of trustees.

The Commission may want to examine setting up a separate standard for multi-college district offices, or changing policy to more fully involve the district in the accreditation review process.

5. Should the Accrediting Commission take more rigorous actions to push colleges to improve areas of deficiency identified through the accreditation process?

As discussed in Chapter III, the survey results indicate a skepticism about the Accrediting Commission's willingness to take negative actions toward the college being accredited. Some expressed the opinion that the accreditation process needs to have more strength. Others suggest that the Commission or team members need to be more willing to take negative actions. These beliefs may have significant consequences for how colleges prepare their Self Study Reports and respond to recommendations, as well as how the team members write their reports and recommendations.

The narrative data also indicate that respondents believe that colleges are sometimes slow to take action in response to the team's recommendations, or that they pay only "lip service" to improvements. Some respondents suggested that the standards be changed to make colleges more accountable for improvements following a team visit, and that efforts at change be judged by their timeliness to prevent colleges from making the effort to address recommendations only at the end of an accreditation cycle.

The Commission may want to consider whether its present instructions to team members, policies and practices regarding the final accreditation status report, and its methods of follow-up need to be revised.

6. Should the Accrediting Commission provide more public disclosure of the results of accreditation?

There is a decidedly strong opinion among survey respondents that the Commission does not often take warranted negative actions. This opinion may result from the confidentiality of the Commission's actions. For the most part, only the college and the Commission are aware of the final decisions regarding accreditation status, follow-up visits, and reports. Narrative responses support this conclusion: one respondent pointed out that team members are not informed of the Commission's decisions regarding accreditation status recommendation they make, nor are they informed about the results of follow up visits. Other respondents believe the results of accreditation are not widely disseminated.

The Commission may wish to consider whether it wants to change its present policies on public disclosure so that more persons are aware of its decisions and actions.

7. Where should the Commission focus its energies during the next revision of the standards?

As the survey data suggest, there is strong agreement among respondents that the standards, as they are presently conceived, are appropriate and useful to the institutions being accredited. However, there was less agreement that the standards are as clear as they might be, particularly in areas such as institutional integrity (Standard 1) and in the definitions of subparts of the standards. Narrative responses suggest that the colleges might benefit from more examples or advice in the handbooks on how to meet the standards – for example, on how to objectively measure the quality of instruction and student support services.

In its next revision of the standards, the Commission should concentrate on improving the clarity of the standards rather than changing their emphasis or focus.

Appendix A
The Questionnaire

ACCREDITATION QUESTIONNAIRE

A Survey of Opinions About the Accreditation Process

You recently participated in the accreditation of your own or another college. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges has contracted with the Research and Planning Group to conduct an evaluation of the accreditation process, and we need your help. You can make an important contribution to reinforcing the strengths and correcting the weaknesses of the accreditation process by answering the questions below.

Please use a No. 2 pencil to fill in the bubbles and return the questionnaire as soon as possible in the self-addressed stamped envelope. The survey is confidential, and no individual respondent or institution will be identified in the results.

Thanks for your help.

The Research and Planning Group for California Community Colleges.
Dr. Barbara Beno, Project Director, Vista College, 2020 Milvia St., Berkeley, CA 94704

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1. As you think about the overall accreditation process, indicate how strongly you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure or N/A
a. The orientation provided by the Commission to visiting team members is useful.	①	②	③	④	⑤
b. The orientation provided to colleges preparing Self-Study Reports is useful.	①	②	③	④	⑤
c. Accrediting Commission handbooks provide effective guidance to colleges completing Self-Study Reports.	①	②	③	④	⑤
d. The accreditation process is an effective procedure for maintaining the integrity and quality of community colleges.	①	②	③	④	⑤

2. For each of the following items, indicate how frequently you think they are true of the accreditation process.

	Always	Usually	Sometimes	Rarely	Never	Don't Know
a. The Self-Study Report provides a balanced assessment of the college's strengths and weaknesses.	①	②	③	④	⑤	⑥
b. The accreditation teams are composed of knowledgeable and objective people.	①	②	③	④	⑤	⑥
c. The Accreditation Team Report provides a balanced assessment of the college's strengths and weaknesses.	①	②	③	④	⑤	⑥
d. The findings of the Accreditation Team Report are disseminated widely to faculty and staff.	①	②	③	④	⑤	⑥
e. The Accrediting Commission clearly communicates its decisions to the institutions.	①	②	③	④	⑤	⑥
f. The Accrediting Commission takes negative actions when warranted.	①	②	③	④	⑤	⑥

3. Please indicate how useful accreditation results have been in bringing about change at your institution in each of the following areas:

		Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	No Change Needed	Don't Know
a.	Improving instruction.	①	②	③	④	⑤	⑥
b.	Promoting systematic self-evaluation.	①	②	③	④	⑤	⑥
c.	Clarifying college mission and goals.	①	②	③	④	⑤	⑥
d.	Monitoring college processes.	①	②	③	④	⑤	⑥
e.	Improving resource allocation procedures.	①	②	③	④	⑤	⑥
f.	Stimulating program review.	①	②	③	④	⑤	⑥
g.	Stimulating planning.	①	②	③	④	⑤	⑥
h.	Improving student services.	①	②	③	④	⑤	⑥
i.	Broadening diversity.	①	②	③	④	⑤	⑥
j.	Improving staff quality.	①	②	③	④	⑤	⑥
k.	Improving relations among campus groups.	①	②	③	④	⑤	⑥
l.	Improving the functioning of the Board of Trustees.	①	②	③	④	⑤	⑥
m.	Improving administrative leadership.	①	②	③	④	⑤	⑥
n.	Clarifying District/College relationships (if applicable).	①	②	③	④	⑤	⑥

PLEASE GO TO THE NEXT PAGE

4. Using the last accreditation you participated in, indicate for each of the following areas whether the Self Study Report was more accurate, the Accreditation Team Report was more accurate, or there was no major difference between the two.

IF YOU HAVE NOT SEEN THE TEAM REPORT, SKIP TO QUESTION 5.

		Self-Study Report More Accurate	Accreditation Team Report More Accurate	No Major Difference	Not Sure
a.	Institutional integrity	①	②	③	④
b.	Quality of instruction	①	②	③	④
c.	Student services	①	②	③	④
d.	Staff diversity	①	②	③	④
e.	Quality of the staff	①	②	③	④
f.	Relations among campus groups	①	②	③	④
g.	Library and learning resources	①	②	③	④
h.	Facilities and equipment	①	②	③	④
i.	Financial management	①	②	③	④
j.	Shared governance	①	②	③	④
k.	Functioning of the Board of Trustees	①	②	③	④
l.	Administrative leadership	①	②	③	④
m.	District/college relationships (if applicable)	①	②	③	④

5. After the accreditation findings and recommendations are received, is it your experience that most colleges:

① Move expeditiously to address the findings and recommendations.

② Move slowly to address the findings and recommendations.

③ Wait until the next accreditation review to address the findings and recomendations.

PLEASE GO TO THE NEXT PAGE

6. As you may know, the accreditation standards were revised in 1990. Please indicate how appropriate you think <u>each of the eight accreditation standards</u> is for assessing the quality of a college, and how clearly you think each is stated.

		HOW APPROPRIATE IS IT?				HOW CLEARLY IS IT STATED?			
	Standard	Very	Moderately	Not Very	Don't Know	Very	Moderately	Not Very	Don't Know
1.	Institutional Integrity, Purposes, Planning, and Effectiveness	①	②	③	④	①	②	③	④
2.	Educational Programs	①	②	③	④	①	②	③	④
3.	Student Services and the Co-Curricular Learning Environment	①	②	③	④	①	②	③	④
4.	Faculty and Staff	①	②	③	④	①	②	③	④
5.	Library and Learning Resources	①	②	③	④	①	②	③	④
6.	Physical Resources	①	②	③	④	①	②	③	④
7.	Financial Resources	①	②	③	④	①	②	③	④
8.	Governance and Administration	①	②	③	④	①	②	③	④

7. Are there any <u>changes or additions</u> you thnk should be made to the accreditation standards.

_____

_____

_____

_____

_____

_____

PLEASE GO TO THE NEXT PAGE

8. Indicate how strongly you agree or disagree with each of the following statements about the overall value of the accreditation process:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a. It identifies important issues which colleges need to address.	①	②	③	④	⑤
b. It stimulates institutional improvement.	①	②	③	④	⑤
c. It develops a broad consensus on standards of good practice in higher education.	①	②	③	④	⑤
d. It certifies that institutions are meeting their educational objectives.	①	②	③	④	⑤
e. It provides quality assurance to the public.	①	②	③	④	⑤

9. Which one of following statements best reflects your view about the value of the accreditation process to a college being accredited?

① It is a highly valuable process that is well worth the effort it requires.

② It is a valuable process that is helpful to the college.

③ It has some limited value for the college.

④ It has small value to the college and is not worth the resources and effort it requires.

10. Looking back on the most recent accreditation process in which you participated, which one of the following statements best describes your personal experience?

① It was definitely beneficial to me.

② It was moderately beneficial to me.

③ It was of limited benefit to me.

④ It was of no benefit to me.

11. Please use the space below to suggest any improvements you think should be made in the accreditation process.

_____

_____

_____

_____

PLEASE GO TO THE NEXT PAGE.

12. Please indicate the ways in which you participated in the accrediting process since August 1991. FILL IN ALL THE BUBBLES THAT APPLY.

① I chaired or coordinated the Self-Study effort.

① I served as the Accreditation Liaison Officer.

① I chaired a standard committee in preparation of the Self-Study.

① I was a member of a standard committee in preparation of the Self-Study.

① I was a member of an accreditation team at another college.

① I chaired an accreditation team at another college.

① Other (Please specify) _____

13. What one of the following best describes your current position?

① District CEO

② College CEO

③ Chief Instruction Officer

④ Business Officer

⑤ Chief Student Services Officer

⑥ Academic Senate President

⑦ Faculty

⑧ Researcher

⑨ Other Administrator

⓪ Support Staff

① Trustee

② Other _____

14. Gender: ① Female ② Male

15. Ethnicity: ① White ② Hispanic ③ Black ④ Asian/ Pac Islndr ⑤ Am Ind/ Alsk Nat ⑥ Other

16. Type of institution where you presently work: ① Public ② Private

Appendix B
Description of the Study Group

The study sample included individuals representing two groups: *individual colleges* and *team members*. The survey was mailed to 100% of the individuals in those two groups, for a survey group size of 1,361. Definitions for the groups are as follows:

Individual Colleges

The individual colleges selected met the following criteria:

- Within the region AND
- Used the 1990 Standards in the Self Study AND
- Received a team visit by Spring 1994.

A total of 68 colleges met the above three criteria. They represented 55 California Community Colleges, 10 California private colleges and 3 Pacific Region colleges. They included:

Allan Hancock College
Antelope Valley
Barstow College
Brooks College
Canada College
Chaffey College
Citrus College
City College of San Francisco
Coastline Community College
College of Alameda
College of Marin
College of the Desert
College of the Redwoods
College of the Siskiyous
Columbia College
Community College of Micronesia
Compton Community College
Cypress College
D-Q University
DeAnza College
Deep Springs College
Defense Language Institute
East Los Angeles College
Evergreen Valley College
Fashion Institute of Design & Merchandising
Feather River College
Foothill College
Fresno City College
Fullerton College
Glendale Community College
Golden West College
Guam Community College
Heald Colleges (15 branches)
Irvine Valley College
Kelsey-Jenney College
Kings River Community College
Lake Tahoe Community College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Southwest College
Los Angeles Trade-Tech College
Los Medanos College
Merced College
Micronesian Occupational College
Mira Costa College
Modesto Junior College
Monterey Peninsula College
Moorpark College
Mt. San Antonio College
Mt. San Jacinto College
Napa Valley College
Oxnard College
Queen of the Holy Rosary College
Sacramento City College
Saddleback College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Francisco College of Mortuary Science
San Joaquin Valley College
San Jose City College
Santa Monica College
Shasta College
Solano Community College
Victor Valley College
West Hills Community College
West Los Angeles College
Yuba College

At each college, the following individuals received questionnaires (contingent on the position existing at the institution). A total of 1,103 college representatives were included.

District CEO
College CEO
Governing Board Chair
Academic Senate President
Chief Instructional Officer
Chief Student Services Officer
Accreditation Liaison Officer
Self Study Chair
Standard Committee Chairs
Researcher

Team Members

All team members who reviewed colleges using the 1990 Standard for their self study were selected as part of the study. These individuals served on teams in 1991-92 and 1992-93. A total of 460 members served during those two years. The duplicate names (from the individual college list) were removed, leaving a total of 258 "team only" individuals. The colleges/districts represented in the "team list" include:

American River College
Bakersfield College
Butte College
Cabrillo College
California Maritime Academy
Canada College
Cerritos College
Chabot College
Chabot-Las Positas CCD
Chancellor's Office
City College of San Francisco
Coast CCD
College of San Mateo
College of the Canyons
College of the Sequoias
Contra Costa CCD
Contra Costa College
Cosumnes River College
Crafton Hills College
Cuesta College
Cuyamaca College
Desert Community College
Diablo Valley College
El Camino College
Evergreen Valley College
Foothill-DeAnza CCD
Fremont-Newark CCD
Gavilan College
Grossmont College
Hartnell College
Hawaii Community College
Honolulu Community College
Imperial Valley College
Irvine Valley College
Kapiolani Community College
Kauai Community College
Kern Community College
Kings River College
Laney College
Las Positas College
Leeward Community College
Little Big Horn College
Long Beach City College
Los Angeles CCD
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Los Rios CCD
Maui Community College
Mendocino College
Merritt College
Mission College
North Orange County CCD
Northern Marianas College
Ohlone College
Orange Coast College
Palo Verde College
Palomar College
Pasadena City College
Peralta CCD
Porterville College
Rancho Santiago College
Rio Hondo College
Riverside CCD
Riverside Community College
San Bernardino Valley College
San Diego CCD
San Francisco CCD
San Joaquin Delta College
San Jose City College
San Jose/Evergreen CCD
San Mateo CCD
Santa Barbara City College
Santa Rosa Junior College
Sierra College
Skyline College
Solano Community College
Southwestern College
State Center CCD
Taft College
University of Hawaii
Ventura College
Vista College
West Valley College
Yosemite CCD

Appendix C
Response Rate by Subgroup

The study sample included individuals representing two groups: *individual colleges* and *team members*. The responses received from individuals representing the various subgroups within the total are as follows:

	Number Sent	*Number Returned*	*Percent Response*
Total Group			
Private Colleges	81	51	63%
California Colleges	1300	906	70%
Other than CA Colleges	61	41	67%
Team Members Only	258	219	85%
Individual Colleges[1]			
District CEO's	13	7	54%
College CEO's	64	51	80%
Academic Senate President	63	43	68%
CIO	59	47	80%
CSSO	54	36	67%
Researcher	43	29	67%
Governing Board Chair	47	22	47%
Accreditation Liaison Officer	30	21	70%
Self Study Chair	44	36	82%
Standard Committees:			
One	70	49	70%
Two	75	64	85%
Three	69	46	67%
Four	77	55	71%
Five	81	54	67%
Six	70	57	81%
Seven	78	52	67%
Eight	65	48	74%

[1] Individuals may serve in more than one capacity at a college. For example, the CIO may also serve as a Standard Chair. These individuals are counted only once in this list, thus the "number sent" may be less than the 68 colleges in the total. In addition, for some positions there were two people serving (e.g. co-chairs), thus the "number sent" is greater than 68.

Appendix D
Responses to the Questionnaire Items

How to Read the Charts

The three headings across the top of each chart are for the three categories of response —positive, neutral, and negative—indicated by the gray, white, and black portions of the bars. This allows a quick identification of the proportion of negative responses by the salience of the black portion of each bar. Note that these headings are always placed at the same left, middle, and right locations and therefore will frequently not be directly over the portion of the bar they apply to because the size of those portions varies.

For greater simplicity of presentation, the three categories of response (positive, neutral, and negative) are a consolidation of finer gradations of response, i.e., "strongly agree" and "agree" have been combined, etc.

Each chart presents the results on that item for the total sample and for all the major subgroups by which the data were analyzed, i.e., by college position, accreditation role, multi-college vs. single college districts, ethnicity, gender, and public/private. This type of display provides a ready comparison of the differences in opinions among these key groups.

Note on Group Names

1. "Team Mbrs/Not Col Staff" is comprised of individuals who served on accreditation teams but *not* on college-based self study groups. Similarly, "Coll Staff/Not Team Mbrs" is comprised of individuals who served on college-based, self study groups but *not* on accreditation teams. This allows an examination of the opinions of the two groups with exclusive experience in either study activity (team visit or self study) and avoids the ambiguity that results from using individuals with both types of experience.

2. The survey questionnaire did not include a question on whether respondents came from single- or multi-college districts. As a proxy, we used the response to question 4m which asked whether the Team Report or the Self Study was more accurate on "District/college relationships (if applicable)." Those who responded to the question were designated as "Multi-Col Dist Staff (Rspond to 4m)"; those who did not answer the question were designated as "Sngl-Col Dist Staff (No Rsp to 4m)."

I Accreditation Process

1. As you think about the overall accreditation process, indicate how strongly you agree or disagree with each of the following statements.

Item Text: 1a. The orientation provided by the Commision to visiting team members is useful.

Group	Agree	Not Sure	Disagree	Total
Total	65	34	1	948
CEO's	91	9	0	77
CIO's	86	13	1	71
Business Officers	68	32	0	37
Student Svcs Officers	76	24	0	46
Faculty	50	48	2	346
Other Admins	65	34	1	225
Support Staff	57	43	0	38
Trustees	88	9	3	33
Team Mbrs/Not Col Staff	97	2	1	110
Coll Staff/Not Team Mbrs	45	54	1	554
Multi-Col Dist Staff (Rspnd to 4m)	76	22	2	393
Sngl Col Dist Staff (No Rsp to 4m)	57	42	1	555
White	60	38	1	664
Hispanic	76	23	1	78
Black	87	13	0	68
Asian & Other	72	25	3	94
Female	63	35	1	424
Male	65	33	1	494
Public Institutions	65	34	2	861
Private Institutions	56	44	0	61

Item Text: 1b. The orientation provided to colleges preparing Self Study Reports is useful.

Group	Agree	Not Sure	Disagree	Total
Total	83	15	2	948
CEO's	95	4	1	77
CIO's	92	7	1	71
Business Officers	86	14	0	37
Student Svcs Officers	84	16	0	46
Faculty	77	20	3	346
Other Admins	81	16	3	225
Support Staff	82	16	3	38
Trustees	94	6	0	33
Team Mbrs/Not Col Staff	85	15	0	110
Coll Staff/Not Team Mbrs	80	17	3	554
Multi-Col Dist Staff (Rspnd to 4m)	80	17	3	393
Sngl Col Dist Staff (No Rsp to 4m)	80	18	2	555
White	82	16	2	664
Hispanic	87	10	3	78
Black	91	7	1	68
Asian & Other	80	16	3	94
Female	80	17	3	424
Male	85	14	2	494
Public Institutions	82	15	2	861
Private Institutions	82	18	0	61

Item Text: 1c. Accrediting Commission handbooks provide effective guidance to colleges completing Self Study Reports.

Group	Agree	Not Sure	Disagree	Total
Total	85	10	4	948
CEO's	95	1	3	77
CIO's	94	4	1	71
Business Officers	87	11	3	37
Student Svcs Officers	100	0	0	46
Faculty	83	12	4	346
Other Admins	81	12	6	225
Support Staff	74	24	2	38
Trustees	85	12	3	33
Team Mbrs/Not Col Staff	91	6	3	110
Coll Staff/Not Team Mbrs	81	14	5	554
Multi-Col Dist Staff (Rspnd to 4m)	91	6	3	393
Sngl Col Dist Staff (No Rsp to 4m)	82	14	5	555
White	83	13	4	664
Hispanic	87	5	8	78
Black	96	4	0	68
Asian & Other	87	5	7	94
Female	84	12	4	424
Male	86	9	5	494
Public Institutions	86	10	4	861
Private Institutions	80	16	3	61

2. For each of the following items, indicate how frequently you think they are true of the accreditation process.

[Note: Because the number of "Don't Knows" exceeded 10 percent on items 2f and 4m, they were removed, and the percents on these items were calculated on the reduced number.]

Item Text: 2a. The Self Study Report provides a balanced assessment of the college's strengths and weaknesses.

Group	Usually	Sometimes	Rarely	Total
Total	73	25	2	948
CEO's	87	12	1	77
CIO's	89	11	0	71
Business Officers	73	27	0	37
Student Svcs Officers	78	20	2	46
Faculty	65	32	3	346
Other Admins	75	22	3	225
Support Staff	63	37	0	38
Trustees	82	18	0	33
Team Mbrs/Not Col Staff	75	24	0	110
Coll Staff/Not Team Mbrs	69	29	2	554
Multi-Col Dist Staff (Rspnd to 4m)	75	23	2	393
Sngl Col Dist Staff (No Rsp to 4m)	72	26	2	555
White	73	25	2	664
Hispanic	75	23	1	78
Black	69	29	1	68
Asian & Other	78	18	4	94
Female	72	27	1	424
Male	74	23	3	494
Public Institutions	73	25	2	861
Private Institutions	80	20	0	61

Item Text: 2b. The accreditation teams are composed of knowledgeable and objective people.

Group	Usually	Sometimes	Rarely	Total
Total	84	15	1	948
CEO's	87	13	0	77
CIO's	89	11	0	71
Business Officers	89	11	0	37
Student Svcs Officers	91	7	0	46
Faculty	79	19	1	346
Other Admins	83	16	1	225
Support Staff	76	24	0	38
Trustees	97	3	0	33
Team Mbrs/Not Col Staff	97	3	0	110
Coll Staff/Not Team Mbrs	77	22	1	554
Multi-Col Dist Staff (Rspnd to 4m)	89	11	1	393
Sngl Col Dist Staff (No Rsp to 4m)	81	19	1	555
White	82	17	1	664
Hispanic	90	10	0	78
Black	87	13	0	68
Asian & Other	89	10	1	94
Female	85	15	0	424
Male	83	16	1	494
Public Institutions	84	15	1	861
Private Institutions	78	20	2	61

Item Text: 2c. The Accreditation Team Report provides a balanced assessment of the college's strengths and weaknesses.

Group	Usually	Sometimes	Rarely	Total
Total	77	24	1	948
CEO's	83	16	1	77
CIO's	87	13	0	71
Business Officers	76	22	3	37
Student Svcs Officers	74	22	0	46
Faculty	70	28	1	346
Other Admins	70	29	1	225
Support Staff	76	24	0	38
Trustees	81	19	0	33
Team Mbrs/Not Col Staff	91	8	1	110
Coll Staff/Not Team Mbrs	66	32	1	554
Multi-Col Dist Staff (Rspnd to 4m)	82	17	1	393
Sngl Col Dist Staff (No Rsp to 4m)	69	30	1	555
White	72	27	1	664
Hispanic	79	18	3	78
Black	87	13	0	68
Asian & Other	81	18	1	94
Female	73	26	0	424
Male	75	23	2	494
Public Institutions	75	24	1	861
Private Institutions	67	33	0	61

Item Text: 2d. The findings of the Accreditation Team Report are disseminated widely to Faculty and staff.

Group	Usually	Sometimes	Rarely	Total
Total	65	29	6	948
CEO's	83	17	0	77
CIO's	80	18	1	71
Business Officers	76	24	0	37
Student Svcs Officers	80	18	2	46
Faculty	57	33	10	346
Other Admins	67	29	4	225
Support Staff	71	24	5	38
Trustees	64	36	0	33
Team Mbrs/Not Col Staff	61	35	4	110
Coll Staff/Not Team Mbrs	67	26	7	554
Multi-Col Dist Staff (Rspnd to 4m)	69	26	5	393
Sngl Col Dist Staff (No Rsp to 4m)	63	31	6	555
White	65	29	6	664
Hispanic	69	24	6	78
Black	71	25	4	68
Asian & Other	63	34	3	94
Female	66	27	7	424
Male	66	30	4	494
Public Institutions	66	29	5	861
Private Institutions	62	30	8	61

Item Text: 2e. The Accrediting Commission clearly communicates its decisions to the institutions.

Group	Usually	Sometimes	Rarely	Total
Total	85	14	1	948
CEO's	95	4	1	77
CIO's	89	4	0	71
Business Officers	92	8	0	37
Student Svcs Officers	93	7	0	46
Faculty	83	16	1	346
Other Admins	82	18	0	225
Support Staff	74	26	0	38
Trustees	91	9	0	33
Team Mbrs/Not Col Staff	85	15	0	110
Coll Staff/Not Team Mbrs	80	19	1	554
Multi-Col Dist Staff (Rspnd to 4m)	92	7	1	393
Sngl Col Dist Staff (No Rsp to 4m)	81	18	1	555
White	84	15	1	664
Hispanic	92	8	0	78
Black	91	9	0	68
Asian & Other	84	16	0	94
Female	85	14	1	424
Male	87	13	0	494
Public Institutions	86	13	1	861
Private Institutions	75	25	0	61

Item Text: 2f. The Accrediting Commission takes negative actions when warranted.

Group	Usually	Sometimes	Rarely	Total
Total	65	23	11	948
CEO's	83	11	6	77
CIO's	77	19	4	71
Business Officers	74	22	4	37
Student Svcs Officers	67	24	9	46
Faculty	54	25	21	346
Other Admins	67	24	9	225
Support Staff	69	31	0	38
Trustees	78	19	4	33
Team Mbrs/Not Col Staff	70	27	2	110
Coll Staff/Not Team Mbrs	61	23	17	554
Multi-Col Dist Staff (Rspnd to 4m)	65	20	14	393
Sngl Col Dist Staff (No Rsp to 4m)	66	25	9	555
White	66	22	11	664
Hispanic	57	32	12	78
Black	75	18	7	68
Asian & Other	63	18	15	94
Female	73	18	9	424
Male	62	25	13	494
Public Institutions	65	23	12	861
Private Institutions	82	15	3	61

4. Using the last accreditation visit you participated in, indicate for each of the following areas whether the Self Study Report was more accurate, the Accreditation Team Report was more accurate, or there was no major difference between the two.

(Since some accreditation reviews were still in progress at the time of the survey, and some respondents had not seen the Accreditation Team Report, the total number of respondents on these questions was limited to those who had seen it. The total is 690 compared to 948 on most of the other questions.)

Item Text: 4a. Institutional integrity

Group	Self Study	No Difference	Team Report	Total
Total	10	67	23	948
CEO's	4	69	27	77
CIO's	10	73	17	71
Business Officers	7	66	28	37
Student Svcs Officers	8	68	24	46
Faculty	11	65	25	346
Other Admins	12	71	17	225
Support Staff	9	78	13	38
Trustees	9	61	30	33
Team Mbrs/Not Col Staff	5	54	41	110
Coll Staff/Not Team Mbrs	13	73	14	554
Multi-Col Dist Staff (Rspnd to 4m)	11	65	24	393
Sngl Col Dist Staff (No Rsp to 4m)	9	70	21	555
White	9	71	20	664
Hispanic	12	53	36	78
Black	9	58	32	68
Asian & Other	17	62	22	94
Female	11	69	21	424
Male	9	67	23	494
Public Institutions	10	66	23	861
Private Institutions	8	88	5	61

Item Text: 4b. Quality of instruction

Group	Self Study	No Difference	Team Report	Total
Total	12	77	11	948
CEO's	11	83	6	77
CIO's	12	83	5	71
Business Officers	13	66	21	37
Student Svcs Officers	11	79	11	46
Faculty	8	79	13	346
Other Admins	15	76	9	225
Support Staff	26	61	13	38
Trustees	13	67	21	33
Team Mbrs/Not Col Staff	6	74	20	110
Coll Staff/Not Team Mbrs	13	76	9	554
Multi-Col Dist Staff (Rspnd to 4m)	16	71	13	393
Sngl Col Dist Staff (No Rsp to 4m)	6	85	9	555
White	12	80	9	664
Hispanic	7	78	16	78
Black	17	64	19	68
Asian & Other	16	67	16	94
Female	12	77	10	424
Male	12	77	11	494
Public Institutions	12	77	11	861
Private Institutions	13	74	13	61

Item Text: 4c. Student services

Group	Self Study	No Difference	Team Report	Total
Total	12	66	22	948
CEO's	12	71	17	77
CIO's	10	73	17	71
Business Officers	11	71	18	37
Student Svcs Officers	8	67	26	46
Faculty	12	61	27	346
Other Admins	12	71	17	225
Support Staff	9	70	22	38
Trustees	17	70	13	33
Team Mbrs/Not Col Staff	9	61	30	110
Coll Staff/Not Team Mbrs	15	68	17	554
Multi-Col Dist Staff (Rspnd to 4m)	13	62	25	393
Sngl Col Dist Staff (No Rsp to 4m)	11	70	19	555
White	12	67	21	664
Hispanic	10	60	29	78
Black	15	63	22	68
Asian & Other	15	59	25	94
Female	14	62	24	424
Male	11	70	20	494
Public Institutions	11	66	22	861
Private Institutions	25	59	18	61

Item Text: 4d. Staff diversity

Group	Self Study	No Difference	Team Report	Total
Total	9%	70	21	948
CEO's	6%	70	24	77
CIO's	3%	78	14	71
Business Officers	3%	67	30	37
Student Svcs Officers	10%	69	21	46
Faculty	7%	74	18	346
Other Admins	10%	66	24	225
Support Staff	17%	70	13	38
Trustees	13%	61	26	33
Team Mbrs/Not Col Staff	7%	54	39	110
Coll Staff/Not Team Mbrs	9%	76	15	554
Multi-Col Dist Staff (Rspnd to 4m)	10%	67	23	393
Sngl Col Dist Staff (No Rsp to 4m)	8%	74	18	555
White	9%	74	18	664
Hispanic	4%	54	42	78
Black	12%	62	27	68
Asian & Other	11%	68	20	94
Female	7%	75	18	424
Male	10%	67	23	494
Public Institutions	9%	70	21	861
Private Institutions	8%	79	13	61

Item Text: 4e. Quality of the staff

Group	Self Study	No Difference	Team Report	Total
Total	8%	84	8	948
CEO's	9%	83	8	77
CIO's	5%	86	8	71
Business Officers	12%	83	3	37
Student Svcs Officers	8%	85	8	46
Faculty	7%	83	10	346
Other Admins	9%	85	6	225
Support Staff	13%	74	13	38
Trustees	5%	86	9	33
Team Mbrs/Not Col Staff	5%	84	11	110
Coll Staff/Not Team Mbrs	8%	84	8	554
Multi-Col Dist Staff (Rspnd to 4m)	8%	83	9	393
Sngl Col Dist Staff (No Rsp to 4m)	7%	85	8	555
White	7%	87	6	664
Hispanic	10%	78	12	78
Black	10%	77	13	68
Asian & Other	10%	73	16	94
Female	8%	84	8	424
Male	7%	85	8	494
Public Institutions	8%	84	9	861
Private Institutions	5%	92	3	61

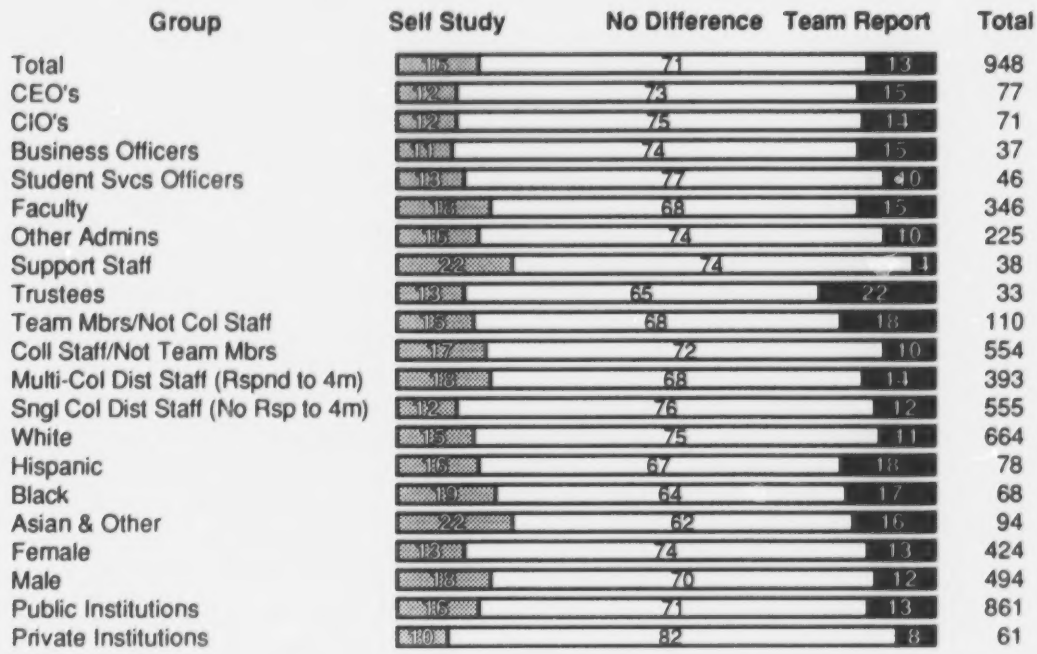
Item Text: 4f. Relations among campus groups

Group	Self Study	No Difference	Team Report	Total
Total	15	58	27	948
CEO's	16	58	26	77
CIO's	14	61	25	71
Business Officers	10	76	14	37
Student Svcs Officers	13	56	31	46
Faculty	16	55	29	346
Other Admins	15	61	24	225
Support Staff	9	65	26	38
Trustees	14	55	32	33
Team Mbrs/Not Col Staff	10	55	35	110
Coll Staff/Not Team Mbrs	15	64	21	554
Multi-Col Dist Staff (Rspnd to 4m)	16	53	30	393
Sngl Col Dist Staff (No Rsp to 4m)	13	65	22	555
White	16	59	26	664
Hispanic	12	51	37	78
Black	8	56	37	68
Asian & Other	13	65	18	94
Female	15	57	28	424
Male	15	60	26	494
Public Institutions	15	58	27	861
Private Institutions	10	72	18	61

Item Text: 4g. Library and learning resources

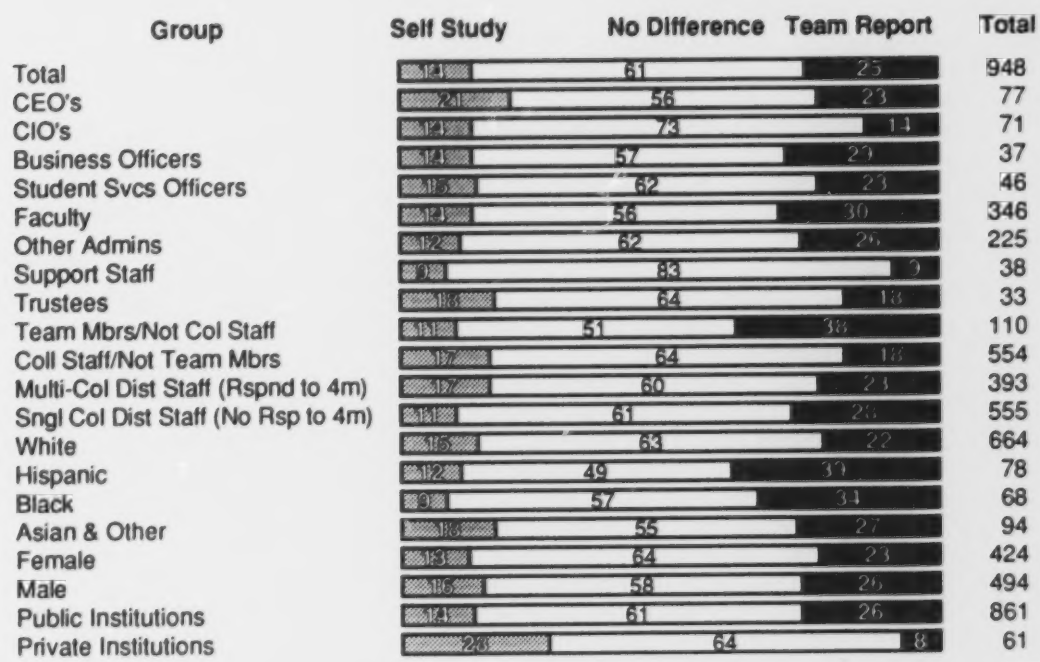
Group	Self Study	No Difference	Team Report	Total
Total	16	62	22	948
CEO's	17	57	26	77
CIO's	14	64	21	71
Business Officers	16	54	29	37
Student Svcs Officers	13	69	15	46
Faculty	17	59	24	346
Other Admins	21	60	19	225
Support Staff	13	78	17	38
Trustees	9	65	26	33
Team Mbrs/Not Col Staff	14	54	32	110
Coll Staff/Not Team Mbrs	18	63	18	554
Multi-Col Dist Staff (Rspnd to 4m)	17	61	22	393
Sngl Col Dist Staff (No Rsp to 4m)	15	63	21	555
White	17	62	21	664
Hispanic	18	57	25	78
Black	15	65	19	68
Asian & Other	16	56	28	94
Female	12	65	23	424
Male	21	58	21	494
Public Institutions	17	62	21	861
Private Institutions	13	46	41	61

Item Text: 4h. Facilities and equipment



Group	Self Study	No Difference	Team Report	Total
Total	16	71	13	948
CEO's	12	73	15	77
CIO's	12	75	14	71
Business Officers	11	74	15	37
Student Svcs Officers	13	77	10	46
Faculty	16	68	15	346
Other Admins	16	74	10	225
Support Staff	22	74	4	38
Trustees	13	65	22	33
Team Mbrs/Not Col Staff	15	68	18	110
Coll Staff/Not Team Mbrs	17	72	10	554
Multi-Col Dist Staff (Rspnd to 4m)	18	68	14	393
Sngl Col Dist Staff (No Rsp to 4m)	12	76	12	555
White	15	75	11	664
Hispanic	16	67	18	78
Black	19	64	17	68
Asian & Other	22	62	16	94
Female	13	74	13	424
Male	18	70	12	494
Public Institutions	16	71	13	861
Private Institutions	10	82	8	61

Item Text: 4i. Financial management


Group
Self Study
No Difference
Team Report
Total
Total 61 25 948
CEO's 56 23 77
ClO's 73 14 71
Business Officers 57 23 37
Student Svcs Officers 62 23 46
Faculty 56 30 346
Other Admins 62 25 225
Support Staff 83 9 38
Trustees 64 18 33
Team Mbrs/Not Col Staff 51 38 110
Coll Staff/Not Team Mbrs 64 18 554
Multi-Col Dist Staff (Rspnd to 4m) 60 23 393
Sngl Col Dist Staff (No Rsp to 4m) 61 25 555
White 63 22 664
Hispanic 49 39 78
Black 57 34 68
Asian & Other 55 27 94
Female 64 23 424
Male 58 25 494
Public Institutions 61 26 861
Private Institutions 64 8 61

Item Text: 4j. Shared governance

Group	Self Study	No Difference	Team Report	Total
Total	15	57	27	948
CEO's	17	58	25	77
CIO's	19	61	20	71
Business Officers	7	59	34	37
Student Svcs Officers	11	58	32	46
Faculty	16	52	31	346
Other Admins	17	65	19	225
Support Staff	5	78	17	38
Trustees	9	43	48	33
Team Mbrs/Not Col Staff	10	49	41	110
Coll Staff/Not Team Mbrs	17	64	19	554
Multi-Col Dist Staff (Rspnd to 4m)	18	54	29	393
Sngl Col Dist Staff (No Rsp to 4m)	13	62	25	555
White	17	60	23	664
Hispanic	11	46	44	78
Black	9	45	45	68
Asian & Other	18	59	23	94
Female	16	59	25	424
Male	16	57	27	494
Public Institutions	16	57	27	861
Private Institutions	21	69	10	61

Item Text: 4k. Functioning of the Board of Trustees

Group	Self Study	No Difference	Team Report	Total
Total	10	67	23	948
CEO's	12	69	19	77
CIO's	7	60	33	71
Business Officers	11	75	14	37
Student Svcs Officers	8	64	28	46
Faculty	9	66	25	346
Other Admins	13	71	15	225
Support Staff	0	82	18	38
Trustees	17	43	39	33
Team Mbrs/Not Col Staff	8	57	34	110
Coll Staff/Not Team Mbrs	10	71	19	554
Multi-Col Dist Staff (Rspnd to 4m)	13	63	24	393
Sngl Col Dist Staff (No Rsp to 4m)	6	72	22	555
White	11	69	20	664
Hispanic	9	60	31	78
Black	6	58	36	68
Asian & Other	10	65	24	94
Female	10	65	25	424
Male	11	69	20	494
Public Institutions	10	68	22	861
Private Institutions	13	63	25	61

Item Text: 4l. Administrative leadership

Group	Self Study	No Difference	Team Report	Total
Total	10	63	26	948
CEO's	8	68	25	77
CIO's	3	74	22	71
Business Officers	4	74	22	37
Student Svcs Officers	5	69	26	46
Faculty	11	58	31	346
Other Admins	12	66	22	225
Support Staff	13	82	5	38
Trustees	13	63	25	33
Team Mbrs/Not Col Staff	6	52	41	110
Coll Staff/Not Team Mbrs	12	68	20	554
Multi-Col Dist Staff (Rspnd to 4m)	11	63	26	393
Sngl Col Dist Staff (No Rsp to 4m)	10	64	27	555
White	9	65	26	664
Hispanic	13	55	31	78
Black	9	66	25	68
Asian & Other	14	60	26	94
Female	9	64	27	424
Male	11	64	25	494
Public Institutions	10	63	27	861
Private Institutions	10	78	13	61

Item Text: 4m. District/college relationships (if applicable)

Group	Self Study	No Difference	Team Report	Total
Total	12	58	30	948
CEO's	8	63	29	77
CIO's	10	67	23	71
Business Officers	10	67	33	37
Student Svcs Officers	13	67	21	46
Faculty	15	48	37	346
Other Admins	15	66	19	225
Support Staff	10	64	36	38
Trustees	8	67	25	33
Team Mbrs/Not Col Staff	13	48	47	110
Coll Staff/Not Team Mbrs	16	63	21	554
Multi-Col Dist Staff (Rspnd to 4m)	12	58	30	393
Sngl Col Dist Staff (No Rsp to 4m)	-- Insufficient N Size --			
White	12	62	25	664
Hispanic	14	47	42	78
Black	13	58	37	68
Asian & Other	16	51	33	94
Female	12	56	30	424
Male	12	61	27	494
Public Institutions	13	57	30	861
Private Institutions	7	93	0	61

II Accreditation Standards

6a. As you may know, the accreditation standards were revised in 1990. Please indicate how appropriate you think each of the eight standards is for assessing the quality of a community college.

Item Text: 6a1. Institutional Integrity, Purposes, Planning, and Effectiveness

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	69	29	2	948
CEO's	79	20	1	77
CIO's	79	21	0	71
Business Officers	69	31	0	37
Student Svcs Officers	80	18	2	46
Faculty	66	33	2	346
Other Admins	68	30	2	225
Support Staff	56	44	0	38
Trustees	71	29	0	33
Team Mbrs/Not Col Staff	78	22	0	110
Coll Staff/Not Team Mbrs	64	34	3	554
Multi-Col Dist Staff (Rspnd to 4m)	74	24	2	393
Sngl Col Dist Staff (No Rsp to 4m)	66	32	2	555
White	68	30	2	664
Hispanic	78	22	0	78
Black	72	25	3	68
Asian & Other	69	29	2	94
Female	72	26	1	424
Male	66	31	2	494
Public Institutions	69	29	2	861
Private Institutions	66	33	2	61

Item Text: 6a2. Educational Programs

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	76	22	1	948
CEO's	84	15	1	77
CIO's	86	13	1	71
Business Officers	74	24	3	37
Student Svcs Officers	80	18	2	46
Faculty	75	25	1	346
Other Admins	74	25	1	22
Support Staff	62	35	3	3[illegible]
Trustees	72	28	0	33
Team Mbrs/Not Col Staff	81	18	1	110
Coll Staff/Not Team Mbrs	71	27	1	554
Multi-Col Dist Staff (Rspnd to 4m)	80	18	2	393
Sngl Col Dist Staff (No Rsp to 4m)	73	26	1	555
White	75	24	1	664
Hispanic	84	15	1	78
Black	83	15	2	68
Asian & Other	70	30	0	94
Female	79	20	1	424
Male	73	26	1	494
Public Institutions	77	22	1	861
Private Institutions	64	36	0	61

Item Text: 6a3. Student Services and the Co-Curricular Learning Environment

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	66	33	2	948
CEO's	82	16	3	77
CIO's	75	25	0	71
Business Officers	65	35	0	37
Student Svcs Officers	70	30	0	46
Faculty	62	36	2	346
Other Admins	62	36	2	225
Support Staff	62	32	6	38
Trustees	52	45	3	33
Team Mbrs/Not Col Staff	71	27	2	110
Coll Staff/Not Team Mbrs	60	37	2	554
Multi-Col Dist Staff (Rspnd to 4m)	72	27	2	393
Sngl Col Dist Staff (No Rsp to 4m)	61	37	2	555
White	62	35	2	664
Hispanic	84	16	0	78
Black	75	25	0	68
Asian & Other	63	36	1	94
Female	72	27	1	424
Male	60	37	2	494
Public Institutions	65	33	2	861
Private Institutions	58	38	3	61

Item Text: 6a4. Faculty and Staff

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	68	29	3	948
CEO's	75	24	1	77
CIO's	73	26	1	71
Business Officers	67	33	0	37
Student Svcs Officers	70	26	5	46
Faculty	66	31	3	346
Other Admins	68	29	3	225
Support Staff	53	41	6	38
Trustees	65	32	3	33
Team Mbrs/Not Col Staff	76	22	2	110
Coll Staff/Not Team Mbrs	62	35	3	554
Multi-Col Dist Staff (Rspnd to 4m)	72	25	3	393
Sngl Col Dist Staff (No Rsp to 4m)	65	33	3	555
White	67	30	3	664
Hispanic	74	24	3	78
Black	69	27	5	68
Asian & Other	69	29	2	94
Female	71	27	2	424
Male	66	31	3	494
Public Institutions	69	28	3	861
Private Institutions	58	42	0	61

Item Text: 6a5. Library and Learning Resources

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	65	30	4	948
CEO's	71	23	7	77
CIO's	77	17	6	71
Business Officers	74	24	3	37
Student Svcs Officers	54	29	7	46
Faculty	65	33	2	346
Other Admins	63	33	3	225
Support Staff	54	27	9	38
Trustees	63	33	3	33
Team Mbrs/Not Col Staff	72	25	3	110
Coll Staff/Not Team Mbrs	61	35	3	554
Multi-Col Dist Staff (Rspnd to 4m)	71	24	5	393
Sngl Col Dist Staff (No Rsp to 4m)	63	34	3	555
White	65	31	4	664
Hispanic	70	26	4	78
Black	70	27	3	68
Asian & Other	61	36	3	94
Female	70	25	5	424
Male	63	35	3	494
Public Institutions	67	29	4	861
Private Institutions	54	44	2	61

Item Text: 6a6. Physical Resources

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	65	33	3	948
CEO's	79	16	5	77
CIO's	79	21	0	71
Business Officers	58	42	0	37
Student Svcs Officers	75	23	2	46
Faculty	62	35	2	346
Other Admins	62	35	3	225
Support Staff	57	40	3	38
Trustees	47	50	3	33
Team Mbrs/Not Col Staff	72	28	0	110
Coll Staff/Not Team Mbrs	59	37	4	554
Multi-Col Dist Staff (Rspnd to 4m)	71	26	3	393
Sngl Col Dist Staff (No Rsp to 4m)	60	38	2	555
White	63	34	2	664
Hispanic	63	31	1	78
Black	71	24	5	68
Asian & Other	66	30	4	94
Female	70	28	2	424
Male	60	37	3	494
Public Institutions	66	32	3	861
Private Institutions	52	46	2	61

Item Text: 6a7. Financial Resources

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	68	29	4	948
CEO's	73	21	5	77
CIO's	74	25	1	71
Business Officers	72	25	3	37
Student Svcs Officers	70	28	2	46
Faculty	65	31	4	346
Other Admins	65	32	3	225
Support Staff	65	32	3	38
Trustees	73	20	7	33
Team Mbrs/Not Col Staff	73	17	4	110
Coll Staff/Not Team Mbrs	61	35	5	554
Multi-Col Dist Staff (Rspnd to 4m)	74	22	4	393
Sngl Col Dist Staff (No Rsp to 4m)	63	33	3	555
White	67	29	4	664
Hispanic	77	23	0	78
Black	66	30	5	68
Asian & Other	65	32	3	94
Female	70	28	2	424
Male	66	29	5	494
Public Institutions	68	28	4	861
Private Institutions	56	43	2	61

Item Text: 6a8. Governance and Administration

Group	Very Approp	Modrtly Approp	Not Approp	Total
Total	66%	30	4	948
CEO's	73%	24	1	77
CIO's	69%	29	1	71
Business Officers	63%	29	8	37
Student Svcs Officers	67%	29	4	46
Faculty	65%	31	1	346
Other Admins	62%	34	4	225
Support Staff	60%	37	3	38
Trustees	72%	25	3	33
Team Mbrs/Not Col Staff	80%	18	2	110
Coll Staff/Not Team Mbrs	60%	36	4	554
Multi-Col Dist Staff (Rspnd to 4m)	72%	23	5	393
Sngl Col Dist Staff (No Rsp to 4m)	62%	35	3	555
White	66%	30	4	664
Hispanic	73%	25	0	78
Black	60%	35	5	68
Asian & Other	62%	35	3	94
Female	70%	28	2	424
Male	63%	32	5	494
Public Institutions	67%	29	4	861
Private Institutions	52%	45	3	61

6c. As you may know, the accreditation standards were revised in 1990. Please indicate how clearly stated you think each of the eight standards is.

Item Text: 6c1. Institutional Integrity, Purposes, Planning, and Effectiveness

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	44	49	7	948
CEO's	60	34	5	77
CIO's	56	43	2	71
Business Officers	54	43	3	37
Student Svcs Officers	65	33	3	46
Faculty	38	55	7	346
Other Admins	43	48	10	225
Support Staff	39	48	13	38
Trustees	43	57	10	33
Team Mbrs/Not Col Staff	60	38	2	110
Coll Staff/Not Team Mbrs	41	58	8	554
Multi-Col Dist Staff (Rspnd to 4m)	49	45	6	393
Sngl Col Dist Staff (No Rsp to 4m)	41	51	8	555
White	40	52	8	664
Hispanic	62	35	3	78
Black	62	34	3	68
Asian & Other	54	42	4	94
Female	45	47	8	424
Male	45	49	6	494
Public Institutions	44	48	7	861
Private Institutions	45	52	4	61

Item Text: 6c2. Educational Programs

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	55	42	3	948
CEO's	66	33	1	77
CIO's	77	23	2	71
Business Officers	68	32	0	37
Student Svcs Officers	72	28	0	46
Faculty	50	48	3	346
Other Admins	52	45	3	225
Support Staff	41	56	3	38
Trustees	54	43	3	33
Team Mbrs/Not Col Staff	71	28	1	110
Coll Staff/Not Team Mbrs	45	52	2	554
Multi-Col Dist Staff (Rspnd to 4m)	61	35	3	393
Sngl Col Dist Staff (No Rsp to 4m)	52	46	2	555
White	52	45	3	664
Hispanic	66	34	0	78
Black	66	32	2	68
Asian & Other	63	37	0	94
Female	57	40	3	424
Male	55	43	2	494
Public Institutions	55	42	2	861
Private Institutions	58	40	2	61

Item Text: 6c3. Student Services and the Co-Curricular Learning Environment

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	48	47	4	948
CEO's	64	32	4	77
CIO's	63	37	0	71
Business Officers	49	49	3	37
Student Svcs Officers	61	34	5	46
Faculty	41	52	4	346
Other Admins	42	52	6	225
Support Staff	55	42	3	38
Trustees	43	57	0	33
Team Mbrs/Not Col Staff	68	31	1	110
Coll Staff/Not Team Mbrs	41	54	5	554
Multi-Col Dist Staff (Rspnd to 4m)	54	43	3	393
Sngl Col Dist Staff (No Rsp to 4m)	44	51	5	555
White	44	51	5	664
Hispanic	69	29	3	78
Black	66	34	0	68
Asian & Other	52	45	2	94
Female	54	42	4	424
Male	44	51	5	494
Public Institutions	48	48	4	861
Private Institutions	53	45	2	61

Item Text: 6c4. Faculty and Staff

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	53	42	5	948
CEO's	66	28	6	77
CIO's	75	22	3	71
Business Officers	44	56	0	37
Student Svcs Officers	63	27	10	46
Faculty	50	45	5	346
Other Admins	48	45	7	225
Support Staff	42	48	10	38
Trustees	66	34	0	33
Team Mbrs/Not Col Staff	71	28	1	110
Coll Staff/Not Team Mbrs	44	50	6	554
Multi-Col Dist Staff (Rspnd to 4m)	59	36	5	393
Sngl Col Dist Staff (No Rsp to 4m)	49	46	6	555
White	51	44	5	664
Hispanic	67	25	7	78
Black	60	35	5	68
Asian & Other	56	40	4	94
Female	55	40	5	424
Male	52	43	6	494
Public Institutions	53	42	5	861
Private Institutions	55	42	4	61

Item Text: 6c5. Library and Learning Resources

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	49	45	5	948
CEO's	54	38	8	77
CIO's	66	31	3	71
Business Officers	54	43	3	37
Student Svcs Officers	63	34	2	46
Faculty	46	51	3	346
Other Admins	44	48	8	225
Support Staff	52	39	10	38
Trustees	57	40	3	33
Team Mbrs/Not Col Staff	66	31	3	110
Coll Staff/Not Team Mbrs	43	52	5	554
Multi-Col Dist Staff (Rspnd to 4m)	53	42	5	393
Sngl Col Dist Staff (No Rsp to 4m)	47	48	5	555
White	47	47	6	664
Hispanic	57	40	3	78
Black	64	31	5	68
Asian & Other	52	44	4	94
Female	55	38	7	424
Male	45	51	4	494
Public Institutions	50	45	5	861
Private Institutions	41	56	4	61

Item Text: 6c6. Physical Resources

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	50	45	5	948
CEO's	61	35	4	77
CIO's	71	27	2	71
Business Officers	54	37	9	37
Student Svcs Officers	60	40	0	46
Faculty	47	48	5	346
Other Admins	44	49	7	225
Support Staff	42	48	9	38
Trustees	53	43	3	33
Team Mbrs/Not Col Staff	70	29	1	110
Coll Staff/Not Team Mbrs	42	52	6	554
Multi-Col Dist Staff (Rspnd to 4m)	57	37	6	393
Sngl Col Dist Staff (No Rsp to 4m)	45	51	4	555
White	48	47	5	664
Hispanic	54	46	0	78
Black	64	29	7	68
Asian & Other	52	43	5	94
Female	53	41	5	424
Male	47	48	5	494
Public Institutions	50	45	5	861
Private Institutions	45	50	5	61

Item Text: 6c7. Financial Resources

Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	51	44	5	948
CEO's	58	37	5	77
CIO's	67	30	3	71
Business Officers	47	42	11	37
Student Svcs Officers	62	38	0	46
Faculty	47	47	6	346
Other Admins	47	48	5	225
Support Staff	41	53	6	38
Trustees	62	34	3	33
Team Mbrs/Not Col Staff	71	26	3	110
Coll Staff/Not Team Mbrs	42	51	7	554
Multi-Col Dist Staff (Rspnd to 4m)	57	36	7	393
Sngl Col Dist Staff (No Rsp to 4m)	46	50	4	555
White	48	46	5	664
Hispanic	61	33	6	78
Black	58	37	5	68
Asian & Other	52	44	4	94
Female	53	42	4	424
Male	48	46	6	494
Public Institutions	51	43	5	861
Private Institutions	43	55	2	61

Item Text: 6c8. Governance and Administration

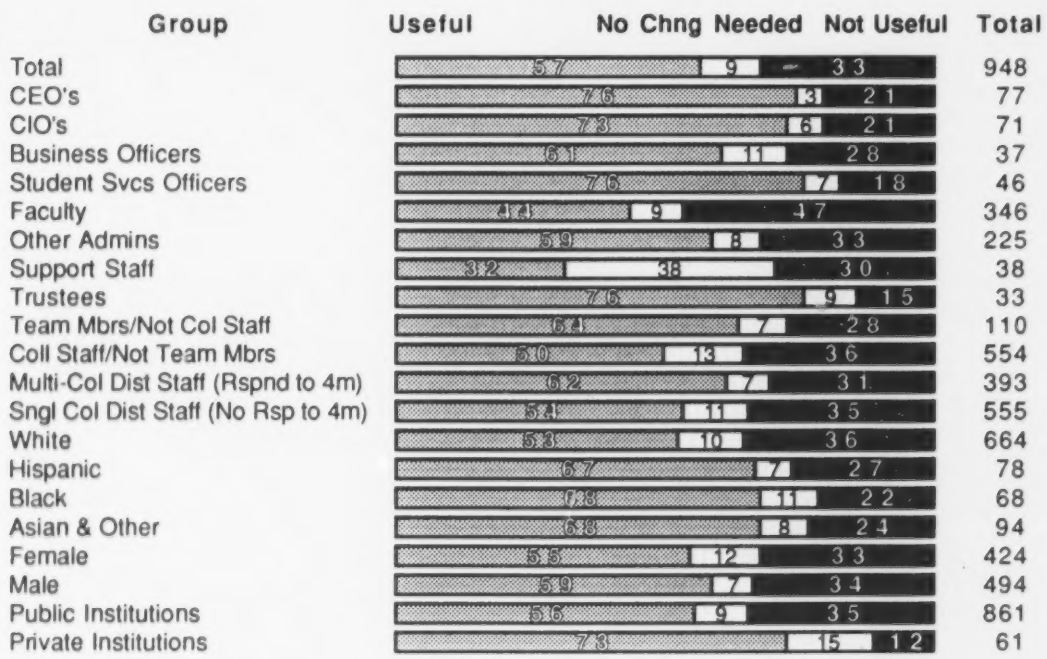
Group	Very Clear	Modrtly Clear	Not Clear	Total
Total	44	47	9	948
CEO's	51	40	8	77
CIO's	55	42	3	71
Business Officers	44	44	11	37
Student Svcs Officers	53	38	10	46
Faculty	40	49	11	346
Other Admins	41	51	9	225
Support Staff	42	52	6	38
Trustees	61	35	3	33
Team Mbrs/Not Col Staff	64	32	4	110
Coll Staff/Not Team Mbrs	37	53	10	554
Multi-Col Dist Staff (Rspnd to 4m)	45	45	10	393
Sngl Col Dist Staff (No Rsp to 4m)	43	48	9	555
White	42	47	11	664
Hispanic	56	37	7	78
Black	44	49	7	68
Asian & Other	44	52	4	94
Female	45	48	7	424
Male	43	46	11	494
Public Institutions	44	46	9	861
Private Institutions	38	50	13	61

III The Utility of Accreditation

3. Please indicate how useful accreditation results have been in bringing abut change <u>at your institution</u> in each of the following areas:

[Note: Because the number of "Don't Knows" exceeded 10 percent on items 3h, 3l, and 3n, they were eliminated, and the percents were calculated on the reduced number.]

Item Text: 3a. Improving instruction.


Group
Useful
No Chng Needed
Not Useful
Total
Total 57 9 33 948
CEO's 76 3 21 77
CIO's 73 6 21 71
Business Officers 61 11 28 37
Student Svcs Officers 76 7 18 46
Faculty 41 9 47 346
Other Admins 59 8 33 225
Support Staff 32 38 30 38
Trustees 76 9 15 33
Team Mbrs/Not Col Staff 64 7 28 110
Coll Staff/Not Team Mbrs 50 13 36 554
Multi-Col Dist Staff (Rspnd to 4m) 62 7 31 393
Sngl Col Dist Staff (No Rsp to 4m) 54 11 35 555
White 53 10 36 664
Hispanic 67 7 27 78
Black 68 11 22 68
Asian & Other 63 8 24 94
Female 55 12 33 424
Male 59 7 34 494
Public Institutions 56 9 35 861
Private Institutions 73 15 12 61

Item Text: 3b. Promoting systematic self-evaluation.

Group	Useful	No Chng Needed	Not Useful	Total
Total	81	3	16	948
CEO's	91	5	4	77
CIO's	92	3	3	71
Business Officers	83	3	14	37
Student Svcs Officers	76	0	24	46
Faculty	76	4	20	346
Other Admins	78	3	19	225
Support Staff	63	11	21	38
Trustees	88	3	9	33
Team Mbrs/Not Col Staff	89	5	10	110
Coll Staff/Not Team Mbrs	76	5	20	554
Multi-Col Dist Staff (Rspnd to 4m)	84	5	15	393
Sngl Col Dist Staff (No Rsp to 4m)	78	4	17	555
White	81	3	16	664
Hispanic	74	5	28	78
Black	83	6	11	68
Asian & Other	83	2	15	94
Female	82	3	14	424
Male	79	3	18	494
Public Institutions	80	3	17	861
Private Institutions	90	3	7	61

Item Text: 3c. Clarifying college mission and goals.

Group	Useful	No Chng Needed	Not Useful	Total
Total	75	6	19	948
CEO's	81	3	16	77
CIO's	79	7	14	71
Business Officers	78	6	17	37
Student Svcs Officers	84	2	14	46
Faculty	75	5	20	346
Other Admins	71	5	24	225
Support Staff	71	18	11	38
Trustees	81	9	9	33
Team Mbrs/Not Col Staff	81	3	16	110
Coll Staff/Not Team Mbrs	72	8	20	554
Multi-Col Dist Staff (Rspnd to 4m)	79	3	19	393
Sngl Col Dist Staff (No Rsp to 4m)	73	8	19	555
White	74	6	20	664
Hispanic	83	1	16	78
Black	79	6	15	68
Asian & Other	82	4	14	94
Female	75	7	18	424
Male	76	5	20	494
Public Institutions	76	5	19	861
Private Institutions	72	13	15	61

Item Text: 3d. Monitoring college processes.

Group	Useful	No Chng Needed	Not Useful	Total
Total	73%	5	22	948
CEO's	87	3	11	77
CIO's	84	1	14	71
Business Officers	77	0	23	37
Student Svcs Officers	80	2	18	46
Faculty	67	5	29	346
Other Admins	74	5	21	225
Support Staff	58	18	24	38
Trustees	82	9	9	33
Team Mbrs/Not Col Staff	84	2	14	110
Coll Staff/Not Team Mbrs	67	7	26	554
Multi-Col Dist Staff (Rspnd to 4m)	77	2	21	393
Sngl Col Dist Staff (No Rsp to 4m)	70	7	23	555
White	72	5	23	664
Hispanic	69	1	29	78
Black	85	5	11	68
Asian & Other	73	4	23	94
Female	74	5	21	424
Male	72	4	24	494
Public Institutions	73	4	23	861
Private Institutions	75	10	15	61

Item Text: 3e. Improving resource allocation procedures.

Group	Useful	No Chng Needed	Not Useful	Total
Total	39	10	51	948
CEO's	52	7	41	77
CIO's	39	14	46	71
Business Officers	37	6	57	37
Student Svcs Officers	36	4	60	46
Faculty	36	9	55	346
Other Admins	41	6	53	225
Support Staff	24	39	37	38
Trustees	43	18	33	33
Team Mbrs/Not Col Staff	42	10	45	110
Coll Staff/Not Team Mbrs	35	12	53	554
Multi-Col Dist Staff (Rspnd to 4m)	44	6	50	393
Sngl Col Dist Staff (No Rsp to 4m)	35	13	52	555
White	36	11	53	664
Hispanic	41	4	55	78
Black	42	11	47	68
Asian & Other	55	5	39	94
Female	38	13	50	424
Male	40	7	53	494
Public Institutions	38	9	53	861
Private Institutions	45	25	30	61

Item Text: 3f. Stimulating program review.

Group	Useful	No Chng Needed	Not Useful	Total
Total	76	5	18	948
CEO's	86	1	12	77
CIO's	83	4	13	71
Business Officers	86	3	11	37
Student Svcs Officers	93	0	7	46
Faculty	71	5	24	346
Other Admins	73	8	19	225
Support Staff	63	16	21	38
Trustees	88	6	6	33
Team Mbrs/Not Col Staff	84	0	16	110
Coll Staff/Not Team Mbrs	72	8	20	554
Multi-Col Dist Staff (Rspnd to 4m)	80	3	17	393
Sngl Col Dist Staff (No Rsp to 4m)	74	7	20	555
White	75	5	19	664
Hispanic	78	1	21	78
Black	80	5	15	68
Asian & Other	77	7	16	94
Female	77	5	18	424
Male	76	5	19	494
Public Institutions	75	5	20	861
Private Institutions	83	8	8	61

Item Text: 3g. Stimulating planning.

Group	Useful	No Chng Needed	Not Useful	Total
Total	78	4	18	948
CEO's	89	3	8	77
CIO's	84	3	13	71
Business Officers	89	3	8	37
Student Svcs Officers	89	0	11	46
Faculty	70	4	27	346
Other Admins	78	3	19	225
Support Staff	66	18	16	38
Trustees	78	6	16	33
Team Mbrs/Not Col Staff	83	1	16	110
Coll Staff/Not Team Mbrs	73	5	22	554
Multi-Col Dist Staff (Rspnd to 4m)	80	2	18	393
Sngl Col Dist Staff (No Rsp to 4m)	77	5	18	555
White	77	4	19	664
Hispanic	85	1	13	78
Black	74	5	21	68
Asian & Other	82	2	16	94
Female	77	5	18	424
Male	78	3	19	494
Public Institutions	78	4	19	861
Private Institutions	75	5	20	61

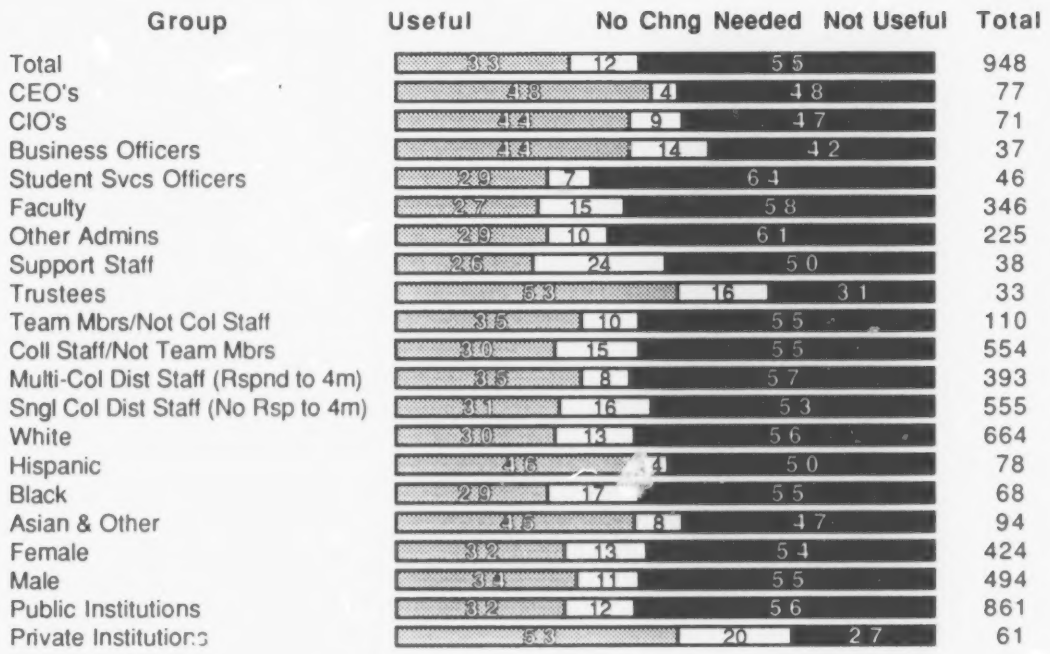
Item Text: 3h. Improving student services.

Group	Useful	No Chng Needed	Not Useful	Total
Total	63	2	33	948
CEO's	70	4	26	77
CIO's	70	5	25	71
Business Officers	63	3	32	37
Student Svcs Officers	75	0	25	46
Faculty	64	2	34	346
Other Admins	56	1	43	225
Support Staff	68	10	23	38
Trustees	77	6	16	33
Team Mbrs/Not Col Staff	72	4	24	110
Coll Staff/Not Team Mbrs	63	2	35	554
Multi-Col Dist Staff (Rspnd to 4m)	67	1	32	393
Sngl Col Dist Staff (No Rsp to 4m)	63	3	33	555
White	62	3	35	664
Hispanic	66	0	34	78
Black	76	0	24	68
Asian & Other	73	2	24	94
Female	64	3	32	424
Male	64	2	34	494
Public Institutions	65	2	34	861
Private Institutions	62	13	25	61

Item Text: 3i. Broadening diversity.

Group	Useful	No Chng Needed	Not Useful	Total
Total	43	13	44	948
CEO's	50	5	45	77
CIO's	48	10	42	71
Business Officers	44	6	50	37
Student Svcs Officers	40	7	53	46
Faculty	40	16	44	346
Other Admins	39	12	49	225
Support Staff	34	39	26	38
Trustees	70	9	21	33
Team Mbrs/Not Col Staff	43	10	47	110
Coll Staff/Not Team Mbrs	40	18	42	554
Multi-Col Dist Staff (Rspnd to 4m)	44	7	49	393
Sngl Col Dist Staff (No Rsp to 4m)	42	18	40	555
White	42	13	45	664
Hispanic	43	5	51	78
Black	45	9	45	68
Asian & Other	51	17	32	94
Female	45	13	42	424
Male	41	13	46	494
Public Institutions	42	13	45	861
Private Institutions	53	15	32	61

Item Text: 3j. Improving staff quality.


Group
Useful
No Chng Needed
Not Useful
Total
Total 33 12 55 948
CEO's 38 4 48 77
CIO's 44 9 47 71
Business Officers 44 14 42 37
Student Svcs Officers 29 7 64 46
Faculty 27 15 58 346
Other Admins 29 10 61 225
Support Staff 26 24 50 38
Trustees 53 16 31 33
Team Mbrs/Not Col Staff 35 10 55 110
Coll Staff/Not Team Mbrs 30 15 55 554
Multi-Col Dist Staff (Rspnd to 4m) 35 8 57 393
Sngl Col Dist Staff (No Rsp to 4m) 31 16 53 555
White 30 13 56 664
Hispanic 46 4 50 78
Black 29 17 55 68
Asian & Other 45 8 47 94
Female 32 13 54 424
Male 34 11 55 494
Public Institutions 32 12 56 861
Private Institutions 53 20 27 61

Item Text: 3k. Improving relations among campus groups.

Group	Useful	No Chng Needed	Not Useful	Total
Total	41%	10	49	948
CEO's	51%	5	43	77
CIO's	45%	11	44	71
Business Officers	50%	6	44	37
Student Svcs Officers	50%	9	41	46
Faculty	37%	11	51	346
Other Admins	38%	9	53	225
Support Staff	13%	21	61	38
Trustees	48%	15	36	33
Team Mbrs/Not Col Staff	50%	10	40	110
Coll Staff/Not Team Mbrs	36%	13	51	554
Multi-Col Dist Staff (Rspnd to 4m)	44%	6	50	393
Sngl Col Dist Staff (No Rsp to 4m)	38%	14	48	555
White	38%	12	50	664
Hispanic	41%	5	53	78
Black	38%	12	49	68
Asian & Other	55%	3	42	94
Female	42%	12	46	424
Male	39%	10	51	494
Public Institutions	40%	10	50	861
Private Institutions	43%	22	35	61

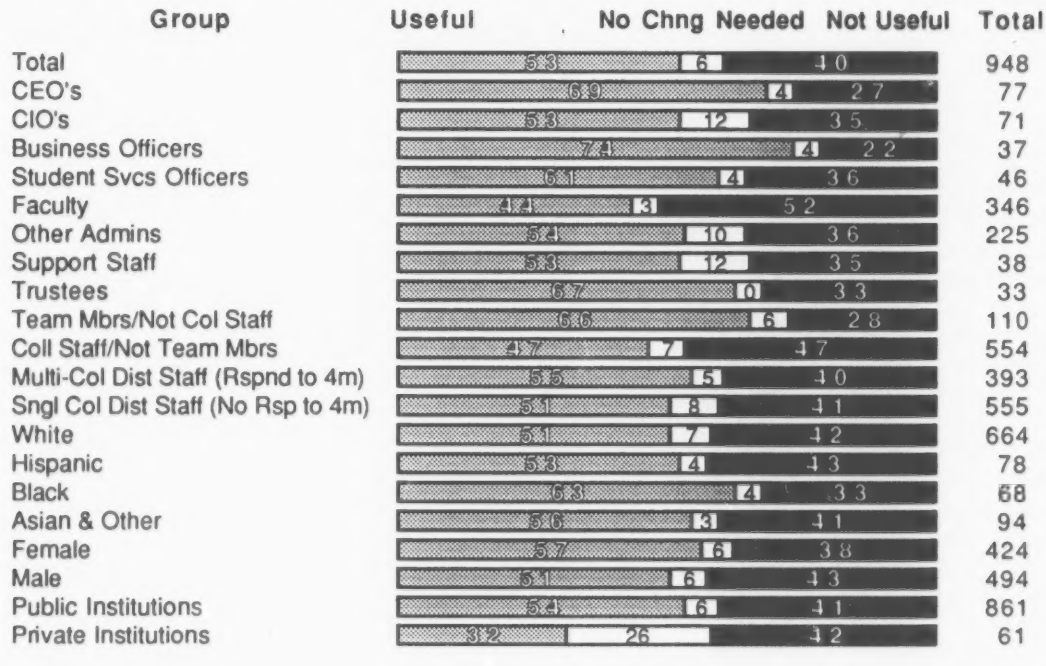
Item Text: 3l. Improving the functioning of the Board of Trustees.

Group	Useful	No Chng	Needed	Not Useful	Total
Total	31%	3%	63		948
CEO's	43%	5%	51		77
CIO's	41%	3%	53		71
Business Officers	38%	3%	58		37
Student Svcs Officers	37%	3%	60		46
Faculty	27%	1%	72		346
Other Admins	30%	4%	66		225
Support Staff	39%	0%	61		38
Trustees	63%	3%	31		33
Team Mbrs/Not Col Staff	41%	2%	57		110
Coll Staff/Not Team Mbrs	32%	3%	65		554
Multi-Col Dist Staff (Rspnd to 4m)	32%	1%	66		393
Sngl Col Dist Staff (No Rsp to 4m)	36%	4%	60		555
White	34%	2%	63		664
Hispanic	33%	3%	64		78
Black	20%	0%	80		68
Asian & Other	48%	3%	49		94
Female	34%	3%	63		424
Male	36%	2%	62		494
Public Institutions	34%	2%	64		861
Private Institutions	46%	6%	48		61

Item Text: 3m. Improving administrative leadership.

Group	Useful	No Chng Needed	Not Useful	Total
Total	51	8	42	948
CEO's	72	1	27	77
CIO's	71	3	26	71
Business Officers	63	3	34	37
Student Svcs Officers	69	9	22	46
Faculty	36	9	55	346
Other Admins	54	7	39	225
Support Staff	32	29	39	38
Trustees	69	6	25	33
Team Mbrs/Not Col Staff	59	3	38	110
Coll Staff/Not Team Mbrs	45	10	45	554
Multi-Col Dist Staff (Rspnd to 4m)	54	3	43	393
Sngl Col Dist Staff (No Rsp to 4m)	48	11	41	555
White	48	8	44	664
Hispanic	61	1	37	78
Black	55	12	33	68
Asian & Other	55	5	40	94
Female	47	10	43	424
Male	54	6	40	494
Public Institutions	49	8	43	861
Private Institutions	66	7	28	61

Item Text: 3n. Clarifying District/College relationships (if applicable).


Group
Useful
No Chng Needed
Not Useful
Total
Total 53 6 40 948
CEO's 69 4 27 77
CIO's 53 12 35 71
Business Officers 74 4 22 37
Student Svcs Officers 61 4 36 46
Faculty 41 3 52 346
Other Admins 54 10 36 225
Support Staff 53 12 35 38
Trustees 67 0 33 33
Team Mbrs/Not Col Staff 66 6 28 110
Coll Staff/Not Team Mbrs 47 7 47 554
Multi-Col Dist Staff (Rspnd to 4m) 55 5 40 393
Sngl Col Dist Staff (No Rsp to 4m) 51 8 41 555
White 51 7 42 664
Hispanic 53 4 43 78
Black 63 4 33 68
Asian & Other 56 3 41 94
Female 57 6 38 424
Male 51 6 43 494
Public Institutions 54 6 41 861
Private Institutions 32 26 42 61

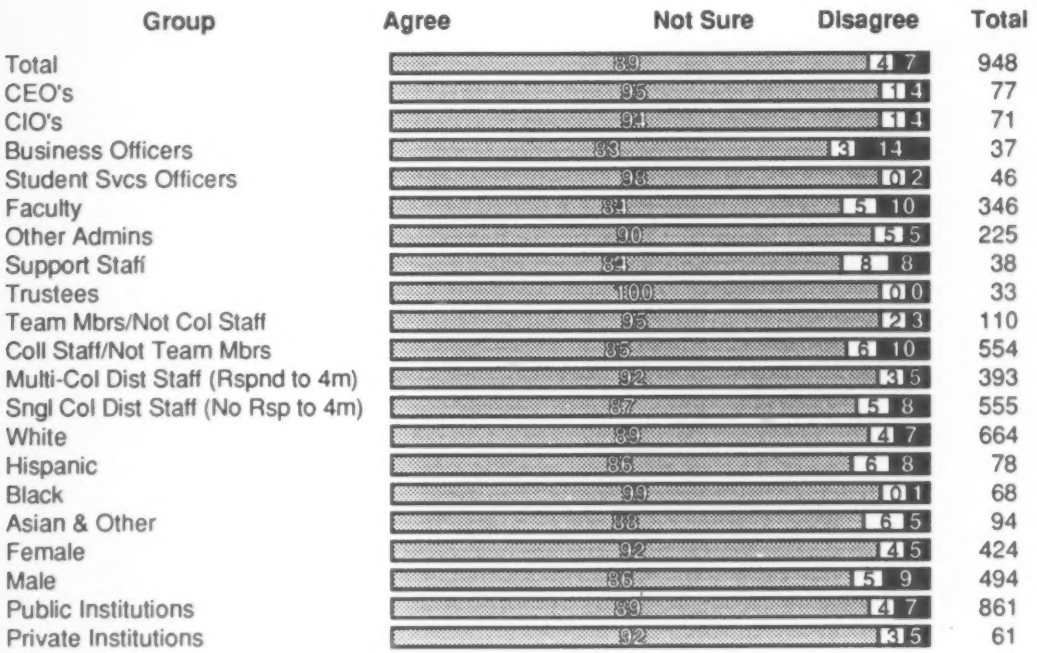
Item Text: 5. Is it your experience that most colleges move expeditiously to address the Accreditation Report's findings and recommendations, move slowly, or wait until the next review?

Group	Move Quickly	Move Slowly	Wait til Nxt Rev	Total
Total	35	47	18	948
CEO's	47	45	8	77
CIO's	49	46	6	71
Business Officers	42	47	11	37
Student Svcs Officers	47	47	7	46
Faculty	25	48	26	346
Other Admins	36	43	22	225
Support Staff	32	53	15	38
Trustees	50	50	0	33
Team Mbrs/Not Col Staff	41	42	17	110
Coll Staff/Not Team Mbrs	32	47	20	554
Multi-Col Dist Staff (Rspnd to 4m)	38	46	16	393
Sngl Col Dist Staff (No Rsp to 4m)	32	47	20	555
White	34	49	17	664
Hispanic	30	44	26	78
Black	37	42	22	68
Asian & Other	41	35	24	94
Female	39	41	21	424
Male	32	51	17	494
Public Institutions	34	47	19	861
Private Institutions	51	33	16	61

IV The Larger Value of Accreditation

1. As you think about the overall accreditation process, indicate how strongly you agree or disagree with each of the following statements.

Item Text: 1d. The accreditation process is an effective procedure for maintaining the integrity and quality of community colleges.



Group	Agree	Not Sure	Disagree	Total
Total	89	4	7	948
CEO's	95	1	4	77
CIO's	94	1	4	71
Business Officers	83	3	14	37
Student Svcs Officers	98	0	2	46
Faculty	84	5	10	346
Other Admins	90	5	5	225
Support Staff	84	8	8	38
Trustees	100	0	0	33
Team Mbrs/Not Col Staff	95	2	3	110
Coll Staff/Not Team Mbrs	85	6	10	554
Multi-Col Dist Staff (Rspnd to 4m)	92	3	5	393
Sngl Col Dist Staff (No Rsp to 4m)	87	5	8	555
White	89	4	7	664
Hispanic	86	6	8	78
Black	99	0	1	68
Asian & Other	88	6	5	94
Female	92	4	5	424
Male	86	5	9	494
Public Institutions	89	4	7	861
Private Institutions	92	3	5	61

8. Indicate how strongly you agree or disagree with each of the following statements about the overall value of the accreditation process:

Item Text: 8a. It identifies important issues which colleges need to address.

Group	Agree	Don't Know	Disagree	Total
Total	96	1	3	948
CEO's	97	0	3	77
CIO's	100	0	0	71
Business Officers	95	0	5	37
Student Svcs Officers	98	0	2	46
Faculty	95	1	4	346
Other Admins	95	1	4	225
Support Staff	97	0	3	38
Trustees	97	0	3	33
Team Mbrs/Not Col Staff	98	1	1	110
Coll Staff/Not Team Mbrs	95	1	4	554
Multi-Col Dist Staff (Rspnd to 4m)	98	0	2	393
Sngl Col Dist Staff (No Rsp to 4m)	95	1	4	555
White	96	1	4	664
Hispanic	97	0	3	78
Black	97	0	3	68
Asian & Other	96	2	2	94
Female	98	0	1	424
Male	94	1	5	494
Public Institutions	96	1	3	861
Private Institutions	95	2	3	61

Item Text: 8b. It stimulates institutional improvement.

Group	Agree	Don't Know	Disagree	Total
Total	85	2	13	948
CEO's	95	0	5	77
CIO's	94	1	4	71
Business Officers	89	3	8	37
Student Svcs Officers	93	0	7	46
Faculty	77	2	21	346
Other Admins	87	3	10	225
Support Staff	84	3	13	38
Trustees	94	0	6	33
Team Mbrs/Not Col Staff	92	0	8	110
Coll Staff/Not Team Mbrs	81	3	16	554
Multi-Col Dist Staff (Rspnd to 4m)	87	2	11	393
Sngl Col Dist Staff (No Rsp to 4m)	84	3	14	555
White	84	2	14	664
Hispanic	83	3	14	78
Black	90	3	7	68
Asian & Other	89	1	10	94
Female	87	3	11	424
Male	83	2	15	494
Public Institutions	85	2	13	861
Private Institutions	85	2	13	61

Item Text: 8c. It develops a broad consensus on standards of good practice in higher education.

Group	Agree	Don't Know	Disagree	Total
Total	75	6	18	948
CEO's	87	4	9	77
CIO's	87	3	10	71
Business Officers	73	11	16	37
Student Svcs Officers	80	7	13	46
Faculty	69	6	25	346
Other Admins	75	9	17	225
Support Staff	79	3	18	38
Trustees	85	6	9	33
Team Mbrs/Not Col Staff	85	5	9	110
Coll Staff/Not Team Mbrs	74	7	23	554
Multi-Col Dist Staff (Rspnd to 4m)	79	4	17	393
Sngl Col Dist Staff (No Rsp to 4m)	74	8	18	555
White	73	7	20	664
Hispanic	78	5	17	78
Black	85	3	12	68
Asian & Other	86	7	6	94
Female	78	7	15	424
Male	74	6	21	494
Public Institutions	75	6	18	861
Private Institutions	75	10	15	61

Item Text: 8d. It certifies that institutions are meeting their educational objectives.

Group	Agree	Don't Know	Disagree	Total
Total	80	4	16	948
CEO's	84	5	13	77
CIO's	90	1	9	71
Business Officers	74	5	21	37
Student Svcs Officers	87	0	13	46
Faculty	80	5	16	346
Other Admins	80	4	17	225
Support Staff	76	3	21	38
Trustees	88	0	12	33
Team Mbrs/Not Col Staff	81	7	11	110
Coll Staff/Not Team Mbrs	78	4	18	554
Multi-Col Dist Staff (Rspnd to 4m)	83	4	13	393
Sngl Col Dist Staff (No Rsp to 4m)	79	4	17	555
White	80	4	16	664
Hispanic	78	1	21	78
Black	88	1	10	68
Asian & Other	85	6	9	94
Female	83	5	12	424
Male	78	3	19	494
Public Institutions	81	4	15	861
Private Institutions	76	3	20	61

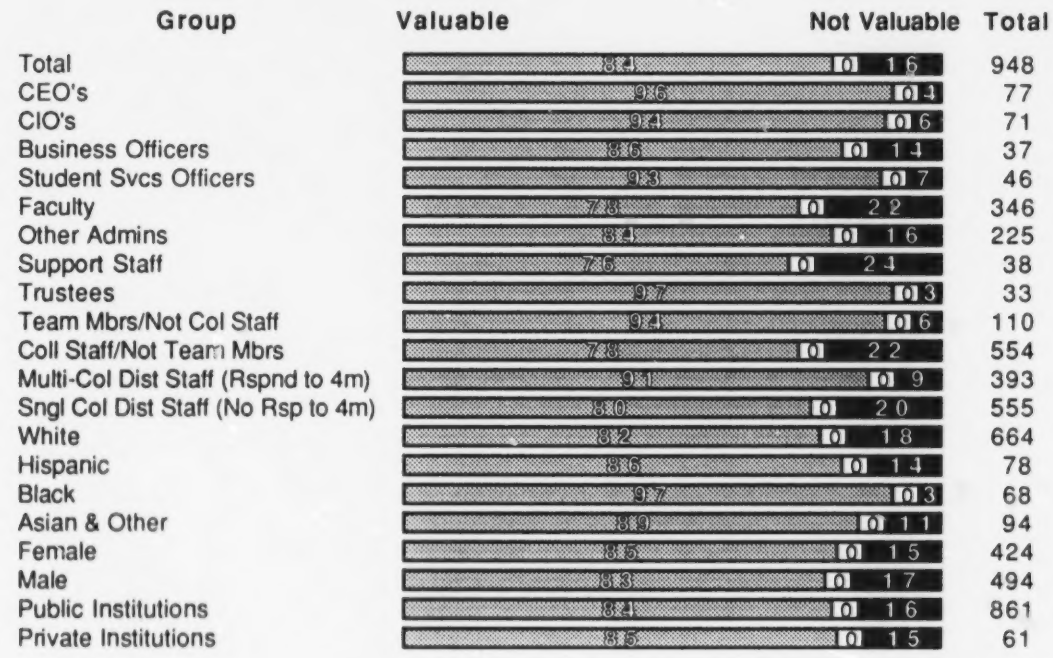
Item Text: 8e. It provides quality assurance to the public.

Group	Agree	Don't Know	Disagree	Total
Total	73	7	15	948
CEO's	88	1	11	77
CIO's	91	3	6	71
Business Officers	74	6	21	37
Student Svcs Officers	80	7	13	46
Faculty	73	9	18	346
Other Admins	79	5	15	225
Support Staff	66	18	16	38
Trustees	88	6	6	33
Team Mbrs/Not Col Staff	81	10	9	110
Coll Staff/Not Team Mbrs	74	8	18	554
Multi-Col Dist Staff (Rspnd to 4m)	80	6	14	393
Sngl Col Dist Staff (No Rsp to 4m)	77	8	16	555
White	77	7	16	664
Hispanic	78	1	21	78
Black	79	6	15	68
Asian & Other	84	9	8	94
Female	79	9	12	424
Male	77	4	18	494
Public Institutions	78	7	15	861
Private Institutions	83	3	13	61

9. Which one of the following statements best reflects your view about the value of the accreditation process <u>to a college being accredited?</u>

1. It is a highly valuable process that is well worth the effort it requires.
2. It is a valuable process that is helpful to the college.
3. It has some limited value for the college.
4. It has small value to the college and is not worth the resources and effort it requires.

Item Text: 9. Which one of the following statements best reflects your view about the value of the accreditation process to a college being accredited?


Group
Valuable
Not Valuable
Total
Total 84 0 16 948
CEO's 96 0 4 77
CIO's 94 0 6 71
Business Officers 86 0 14 37
Student Svcs Officers 93 0 7 46
Faculty 78 0 22 346
Other Admins 84 0 16 225
Support Staff 76 0 24 38
Trustees 97 0 3 33
Team Mbrs/Not Col Staff 94 0 6 110
Coll Staff/Not Team Mbrs 78 0 22 554
Multi-Col Dist Staff (Rspnd to 4m) 91 0 9 393
Sngl Col Dist Staff (No Rsp to 4m) 80 0 20 555
White 82 0 18 664
Hispanic 86 0 14 78
Black 97 0 3 68
Asian & Other 89 0 11 94
Female 85 0 15 424
Male 83 0 17 494
Public Institutions 84 0 16 861
Private Institutions 85 0 15 61

10. Looking back on the most recent accreditation process in which you participated, which one of the following statements best describes your personal experience?

1. It was definitely beneficial to me.
2. It was moderately beneficial to me.
3. It was of limited benefit to me.
4. It was of no benefit to me.

Item Text: 10. Looking back on the most recent accreditation process in which you participated, which one of the following statements best describes your personal experience?

Group	Beneficial	Not Beneficial	Total
Total	85	15	948
CEO's	96	4	77
CIO's	96	4	71
Business Officers	95	5	37
Student Svcs Officers	89	11	46
Faculty	78	22	346
Other Admins	85	15	225
Support Staff	82	18	38
Trustees	94	6	33
Team Mbrs/Not Col Staff	98	2	110
Coll Staff/Not Team Mbrs	78	22	554
Multi-Col Dist Staff (Rspnd to 4m)	90	10	393
Sngl Col Dist Staff (No Rsp to 4m)	81	19	555
White	83	17	664
Hispanic	90	10	78
Black	94	6	68
Asian & Other	89	11	94
Female	86	14	424
Male	84	16	494
Public Institutions	84	16	861
Private Institutions	90	10	61

Appendix E
Narrative Responses to Questions #7 & #11

The survey instrument contained two open ended questions:

7. *Are there any changes or additions you think should be made to the accreditation standards?*
11. *Please use the space below to suggest any improvements you think should be made in the accreditation process.*

A number of respondents took the time to answer these two questions, with responses ranging from a few words to several paragraphs. For question # 7, there were 226 comments (24% of total) and for #11, there were 244 comments (25% of total).

The comments have been organized by question number and general topic they address. The following is a table of contents for the written comments designed to serve as a guide for review. There is a summary of the comments for each of the questions followed by the actual (verbatim) comments.

	Page Number
Question #7	
Summary of the Written Comments	E-2
Detailed Comments	
General Comments on the Standards	E-5
General Comments on the Process	E-8
Recommended Additions to the Standards	E-12
Specific Recommendations for Each Standard	E-14
Question #11	
Summary of the Written Comments	E-21
Detailed Comments	
Teams/Site Visits	E-23
Process	E-29
Politics	E-31
Follow-up	E-33
Orientation	E-35
Standards	E-36
Involvement	E-37
Time Involved	E-38
Need to Address	E-38
Self Study	E-39
Accountability	E-39

Summary of the Written Comments:

Question #7

7. Are there any changes or additions you think should be made to the accreditation standards?

About half of the comments addressed the standards in an overall way, and the other half provided recommendations for a specific standard.

General Comments on the Standards (64 responses)

New standards are clear/OK (14)
Need more examples of what to do (7)
Allow for overall evaluation/less "checklist" (6)
Need more emphasis on outcomes (6)
Need clear/more specific language (5)
More measurable standards (2)
Standards repeat/reflect AB1725 legislation (2)
Need more focus on students (2)
Too much emphasis on diversity (2)
Substandards unrelated making response difficult (1)
Too much focus on California (1)
Constant review/revision good (1)

General Comments on the Process (36 responses)

Process too political (5)
Too much overlap/duplication (5)
More representative committees (4)
More frequent follow-up (4)
More candid reports are needed (2)
Conduct initial visit prior to self study/clarify expectations (2)
Need to address multi-college districts better (2)
Clarify concurrent visits (1)
Increase community input (1)
Distinguish great, good, fair documents (1)
Coordinate with Chancellor's Office to decrease reports (1)
Emphasize action plan (1)
Abbreviate process - decrease amount of work (1)

Recommended Additions to the Standards (29 responses)

Diversity (10)
Technology in all aspects (3)
Community relations/public relations/public information (3)
Contract Education (2)
Integrate accountability (2)
Grant Funded Programs (2)
Innovation and Change (1)
Outcomes (1)
Outreach (1)
Enrollment Management (1)

Integrate Malcolm Baldridge/TQM (1)
Address Multicollege districts (1)
Student Equity (1)
Campus Climate (1)
External Relations (1)
Research (1)

Specific Recommendations for Each Standard

Standard One (17 responses)

Rewrite Institutional Integrity (5)
Redundant/confusing language (5)
Too broad - possibly separate into two (3)
Overlap with Standard 8 (1)
Too much emphasis on faculty issues (1)

Standard Two (17 responses)

Needs greater emphasis (4)
Outcomes (3)
Too long/broad (3)
Link items more clearly/reorganize (gen education, voc education, transfer, etc.) (2)
Add technology (1)
More on contract education and community services (1)

Standard Three (6 responses)

Broad categories (3)
Add outcomes assessment (1)
Needs review/update (1)
Non-traditional programs included (1)
3C confusing (1)
Summarizing is difficult (1)
Standard Four (4 responses)

Revise for clarity/inclusiveness (1)
Remove racial/gender references (1)
Separate instructional from non-instructional staff (1)
Meet student/not staff needs (1)
Standard for assessing faculty (1)

Standard Five (14 responses)

Include only library, media, audiovisual (4)
Broad categories/Vague (3)
Add technology (2)
Rewrite as Instructional Support Services (1)
Separate items/define better (1)
Integrate with educational programs (1)
More pertinent to libraries, not learning centers (1)

Standard Six (5 responses)

Address individuals with disabilities (2)
Need place to address grounds/campus appearance (1)

Standard Seven (2 responses)

Need complete budget analysis of all funds (1)
Need alternative for private institutions (1)

Standard Eight (17 responses)

District/College Relationships/Problems (5)
Emphasize shared governance (3)
Consider interactions and relationships in shared governance (3)
Measure Board of Trustee effectiveness (2)
Allow flexibility (1)
Focus on leadership (1)
Faculty roles in shared governance (1)
CEO's not to chair Standard 8 (1)
More on Board and CEO's (1)
Good standard (1)

Written Comments
Question #7

7. Are there any changes or additions you think should be made to the accreditation standards?

The comments received on this question have been divided into the following groups:

General Comments on the Process
General Comments on the Standards
Recommended Additions to the Standards
Specific Recommendations for Each Standard

General Comments on the Process

Need time to probe deeper into issues of importance. Not all views are equally represented. Faculty opinions should be given more attention - questionnaires; interviews (in-depth); more emphasis on results, not process.

More detailed information needs to be given rather than just a simple answer; examples should be asked for. Those writing the standards need to be more representative of the college community without veto power by top administration for final report.

Students should be questioned about the quality of the college and the dorm.

There ought to be a better way to evaluate progress based on findings-- because evaluation/strategies for improvement cannot be funded. Why bother at all?

There is still some crossover that causes those doing the self study to duplicate efforts. The team also runs into the same difficulty.

In multicampus districts it is sometimes necessary for the accreditation standards and recommendations to hold the trustees accountable on issues of equity and fairness in distribution of resources.

Colleges that have been accredited more that four times should not be required to complete the full process each time; particularly on areas like physical resources which are not changing. Little is changed by reviewing faculty and staff or financial resources. Mature schools should complete a much shortened version of report but should review educational programs - the bottom line of any school. Accreditation reports cost many hours of time and often lead to unnecessary expense.

More frequent follow-up by one person or a mini-team.

Team could make an initial 1-2 day visit before the actual Self Study Report is done - to explain expectations, etc., goals, criteria.

Clarify the role of each visiting team in a district that opts to host concurrent visits: do the teams mix, share findings, share gossip or stay separate?

Community input - especially ethnic communities.

Examples of how to fill out sections would help.

Include more ethnic diversity on each accreditation team.

Don't badger good colleges. Distinguish between great, good, fair and poor colleges vs. treating all as poor via reports and revisits.

The Commission should clarify whether it expects a response to each part of the standard or an overall response to the standard itself (e.g. 3A or 3B) covering all relevant parts of the standard.

One change might be more faculty input in writing the reports - they tend to be put together by administrators who may have hidden agendas. Granted, the faculty is involved but only as a rubber stamp in some cases.

Include review of some of state requirements to eliminate need for State Chancellor's office to conduct site visits - i.e. DSPS, EOPS, and Matriculation.

I think all the colleges should submit a short response to the previous report and to the standards in about three years - including suggestions on revision of standards.

I would like to compliment Dr. Peterson and his staff as they are very professional in the leadership and direction they provide in the accreditation process. I do wish faculty would be represented in a more proportionate manner. I recall being on a 13 person accreditation team with one member of the Chancellor's Office, one board member, nine administrators, and only two faculty. I would hope administrators and board members would express their true feelings and not be intimidated by the administrators or board members f the college being accredited. In one visit, I did not agree with the findings of the team and wrote a Minority Report. Prior to the exit presentation by the team chief, I had two of the nine administrators come up to me and state they agreed with my Minority Report but did not feel they could express, either verbally or in writing, their true opinions about that college. I do not believe actions of this type should be condoned in an accreditation visit.

Insist that administration take a more active role in the process and not put responsibility for information that they have on the shoulders of other campus members.

The educational program is the heart of the institution and of critical importance. It should receive more weight that the other seven standards and tends not to (in the self study phase especially). Too much attention in the self study is directed to specific things mentioned in the handbook. Does not encourage the institution to highlight its unique strengths and weaknesses. There is room for this, I know, but when prior recommendations are detailed and lots of specific items mentioned in the 8 self study sections, it's difficult to prepare a brief reports that details everything.

I would like to see more focus on clear evaluative judgments as opposed to a focus that tends to encourage "cookie-cutter" responses.

There is no correspondence from the Accreditation Commission to committee members of past reviews concerning the institution involved as to how "they" eventually (before the next accreditation of that institution) responded to the teams recommendations. In other words did the institution take actions or did we just expend a lot of time/money/exercise. Some sort of follow-up to team members might help them to know if this is "all" worthwhile for their efforts!

Having served on several visiting accreditation teams, the most recent in early 1993... In general I feel the accreditation team format is a good one. Further, I believe team members & leaders take their tasks seriously. However, I feel final reports on accreditation visits & findings should -- at times -- be more forceful, candid, & specific. When there are glaring needs for reform, particularly where personnel are concerned, including (& in some instances, especially trustees) staff & students, reports should state so unequivocally. Otherwise, the effect of the report is diluted, and individuals at whom recommendations are directed will likely ignore them, not recognizing or admitting their failings.

The process is disproportionately focused on process rather than outcomes. More needs to be done with standardized assessment of instructional objectives.

More emphasis is needed on the action plan for each standard, though this is difficult given the make up of the teams. Perhaps districts could list in priority order, the three to five items needing to be remedied.

For each standard, there should be an opportunity to address issues not explicitly raised by the formal (sub)standards. An attempt should be made to state the standards more clearly:
* We consumed a good deal of time debating what the standard meant and/or meant to emphasize.
* Many of the sentences were "quite compound" sometimes to the point of confusion.

There is still confusion when colleges in large districts are meeting the standards but the district is not.

The process within a campus is extremely political - I'm not sure how that can be neutralized but it can skew the self study and deflect the visiting team.

Open governance (Board) up to faculty/staff comment.

No, the standards are clear and easy to follow. The results produced by the process, however, are too politically motivated.

Put some teeth in process. My president removed materials from our Standard 8 that was not flattering; yet disdain for the President on campus and in the district is legion. There was limited support, administratively, so only a few overworked faculty participated, thereby increasing their level of overwork, but none got any recognition, appreciation, released-time, etc.

Most helpful is seeing an accreditation report form another college. There seems to be some overlap among the standards.

Not for a period of time. Too rapid revision forces the college steering committee to start from scratch rather than build on the previous self study.

Faculty should be held more accountable in the evaluation process. Problem faculty should be identified and both administration and faculty held responsible to correct these problems.

More focus on quality of faculty, instructional facilities, curriculum, advisory committees, program review (instructional).

It should address the needs of classified. Classified personnel are a major support group but the caste system, practiced by some, helps to promote problems not solutions.

The process is very time-consuming for the institution and those involved in writing the self study. It draws a college's best and most creative people away from more productive activities. I wish there were a simpler solution!

General Comments on the Standards

Sub-standards bear almost no relationship to one another - it becomes very difficult to write a cohesive standard. We might be better off doing a fill-in the blank.

Maybe more examples under the standards.

Clarify the use of lab for evaluations.

I think there ought to be an evaluation of appropriate match of education, knowledge, and skills of administrators to their assignments. I think we often find faculty tracking their discipline but find administrators not trained or educated in what they do.

There are many ways to create a positive environment. The guidelines are stilted toward teaching (input) rather than learning (outcomes).

Perhaps I do not understand the accreditation goals. When I think of accreditation I think of three main parts: what you might call "The Plant" (i.e. buildings, facilities, etc.), "The Staff" (faculty and administration, etc.), and "The Product" (the student). the product should be a student who is capable of going on to a four year college or vocational program. They should succeed in their goal. This is paramount to me. Nothing about accreditation clarifies this goal. If I were a parent trying to direct my child to choose one school or another I want to see a track record. Accreditation as it is constituted fails to do that. Accreditation seems to focus on Plant and Staff too much.

Where do colleges demonstrate that they are successful in educating students? Accreditation seems to evaluate whether all the systems are in place, but not whether students are learning!

Increasingly the commission will need to develop more explicit, objective and measurable standards to satisfy government agencies, public accountability demands, and to fully measure planning and effectiveness standards.

Standards are sometimes unclear -- need to be more detailed, with possible examples. I don't think the accreditation process evaluates the effectiveness of a college very well.

Leave them alone -- they are OK!

In general, the "philosophy" of the standards is excellent and leads to the 21st century needs of higher education. How to respond, i.e. demonstrate attention to goals and objectives is not as clear.

I believe the new standards allow the team member (accreditation) more effective access to the opinions of the entire staff rather than merely the administrators.

It is an excellent instrument. The implementation and the process are sometimes suspect.

The new standards are expressed very clearly.

More clear language.

I think the standards work hard to allow special interest groups to be heard while allowing for overall campus evaluation.

No, but continual review of the standards is essential.

No major changes that I can think of.

To continue to improve how clearly the eight standards are to be addressed.

Most of the standards are covered in legislation. It's difficult to distinguish between the "standards" and meeting the requirements of the similar legislation.

More quantifiable analysis and more clearly defined standards.

This area has improved with every revision of the standards. They are very good now!

Allow the self study teams to translate the general topics in each standard into topics specifically appropriate to the college. It's better to spend time focused on our real problems/issues instead of completing a "checklist" of topics. Findings will be more clearly relevant and detailed.

The standards need to be more specific.

Refinement to better reflect AB1725 for community colleges.

Insist on more outcomes data. Focus considerably less on process.

If you had surveyed within a month or so of the actual process, I might have been able to respond. As it is, my memory of the appropriateness or the clarity of the standards is very dim, after more than a year has passed.

Standards and guidelines focused too sharply on public, comprehensive community colleges in California as a model, fans concern over issues of diversity, shared governance. Standards should be more generic - with special California, Hawaii or Pacific Islands or Public/Private institution requirements imposed as appropriate.

I am in the middle of my first experience with accreditation. We are currently completing the self study portion. I thought the standards were appropriate.

Report formats are too prescriptive - addressing every substandard is too much. Folks really have too much vested in making an accreditation report state the college is good!!

None that I can think of; if those that exist can be fulfilled the result will certainly be effective, humane institutions.

As a whole, all our subcommittees, found that they could interpret or misinterpret general guidelines.

No, but I found the recommendation that the district hold a 3% reserve totally unrealistic in this era of continually shrinking state funding.

The standards are by and large fine. The question is what's acceptable to the commission for meeting or not meeting them. I haven't seen that part yet.

Deep Springs College is so different from most two-year colleges, that some of the "standards" made little sense. I think they fit normal colleges much better.

More examples of what is desired. A vision must be clear.

They need to be revised as many changes are occurring in H.E.

I believe each of the standards is important, and that each need to be addressed. However, each committee always defines what the scope of each standard is. Maybe more guidelines would be appropriate.

The Self Study Report should have the same standards as any reference paper required of students including footnotes for sources and generalizations allowed without extensive justification.

Some areas tend to overlap. That is good because it causes team members to work together. Some acknowledgment of the overlap should be made.

Need outcome measures of productivity not input measures.

Some standards appear to be duplicated, calling for repetitious responses.

I feel the standards are effective and as comprehensive as they can practically be utilized.

Standards have to be broad to cover contingencies, so it is natural that they may be worded obliquely sometimes.

The multiplicity of services being provided to specific groups of students makes it difficult to determine what is necessary and good practice.

We are a unique two year college located at our Religious Congregation's corporate headquarters (Motherhouse). The College is integral to our congregation and vice versa. Trying to "squeeze" our uniqueness into the standards which did not leave us with the liberty to be creative in explaining who we are, I believe short changed us. Perhaps the Commission could meet with colleges such as ours before the college begins its preparation for accreditation.

Rewrite them all. Eliminate overlap. Eliminate jargon. Allow very wide institutional responses. Encourage innovation.

I'm withholding judgment until I see what recommendations you made for the Shasta College library. It is in dire straights. If you don't put this college on notice of that - in a serious way - then I think this is window dressing.

I very much appreciate the new handbook, but I'm hopeful editing of some segments will clarify the Commission's expectations.

I know that a profound awareness already exists; however, even more of a significant awareness of the "Financial" and "Fiscal" enigmas & problems is necessary, and how tremendously this affects the evaluation: instruments, entities, processes, etc. I think that the accreditation standards, themselves, are excellent, and they're clear and helpful!

The revised standards are easier to work with. It's a little difficult to adapt a Commission report from "old" standards to a self study using revised standards, but it will eventually all work out.

Use common English everyone can understand.

I believe the Accreditation Study was helpful in validating the need for improving our library and will help with increasing staffing. The recency of the review makes it difficulty to assess its effectiveness at this time. Other problems facing the campus (i.e., state budget, drops in enrollment), make it difficult to rapidly address all problems. I believe the self study was the most useful activity in he process.

More relevant to actual operations. More specific to expected outcomes.

Some standards overlap greatly, either isolate standard domain or indicate to Districts where these overlaps occur and the you expect responses in both places or redo standards to eliminate overlap.

Get rid of diversity elements -- it should have no place in academic accreditation. Political correctness has already done enough harm to true academics and needs no help from this process to work its damage!

Re question #6 - the clarity is there but should ask if standards are adequate. What's stated is sometimes appropriate but not sufficient to address the topic. For example, see Standards 6 and 7.

Consideration of differences in academic standards from one institution to another.

Too much emphasis on diversity!

Measures of effectiveness are not easily quantifiable. Commission's statements on long-range planning are not "in synch" with latest management approaches to the need for change which de-emphasizes planning as we're used to it, promotes free-form organization, decentralized decision-making, etc.

Look into the support of the Human Resources function by the CEO and Superintendent. Human Resources needs to keep District in compliance with legal requirements but is often called upon to be a change agent. The Governing Board and the CEO needs to "stand up" for the HR executive.

Process is very good at measuring tangibles - not so clear on subjective issues such as "quality" and "success" i.e. tracking transfer students is not a measure of CCC quality instruction as much as the student's ability to succeed.

As ALO, team member, chair, etc., over many years, I think more information from the commission would be very helpful. The formats of reports I have seen vary too much in my judgment. Example: Standard One, 1A, 1B, 1C, 1D, can be reported easily. Standard One 1A.1, 1A.2, 1A.3, etc. causes a final report that comes out in Volumes I and II.

Standard Two: Measuring quality of educational programs, how to ensure quality, needs some clarification. I think institutions need help in this area. Standard Four: I am not sure that AB1725 has helped in this area so some clarifying information would be helpful.

Recommended Additions to the Standards

A separate standard focusing upon the development and applications of technology to all aspects of the institution - administrative and academic.

The report should assess the informational systems of a college to determine how much they know statistically and whether outputs can be measured and whether institutional effectiveness can be assessed and quantified.

Colleges should be made more accountable to show how quality can be justified quantitatively. The standards should have a section that addresses improvement, change and innovation on an on-going basis and not solely with the every five year snap-shot. Reports dance around problems rather than focusing candidly on them. This exercise could be very valuable if it were made to have consequences to unresponsive institutions.

All accountability efforts should be integrated.

Integrate the Malcolm Baldridge award criteria into the assessment process. Integrate Dr. Edward Demming's 14 points for quality improvement into standards.

Changes to indicate multi-campus district.

Broaden standards to address educational equity.

Consider adding research as relates to assessment and evaluation. In other words, what is the institution doing to track student progress, success.

More on enrollment management - badly needed response to student demand for classes.

More is needed on diversity, evaluation of administrators, planning, learner outcomes.

Separate section solely assigned to staff diversity and institutional effort to assist underrepresented student retention. Section to include same on diversity and processes of inclusion for all groups in committee make-up in the spirit of shared governance. In other words, to have exact count graphically revealing adequate representation of underrepresented groups from faculty and staff ranks on key committees and critical questions.

I believe that multicultural diversity issues should be explicitly included in the standards - should probably be a standard in and of itself.

To be written to address rapidly changing communities i.e. growth of ethnicity in respective communities.

Diversity, pluralism.

Outreach, overseas, international programs should be addressed more clearly in appropriate places.

Diversity should be addressed as one of the standards - institutional climate, student diversity, multi-cultural curriculum, staff diversity, etc.

Something that would cover grant-funded activity, contract education (independent of educational programs), and community perception.

Although affirmative action is incorporated into most standards, a standard should be developed titled Affirmative Action. Substandards should include areas such as: Recruitment of students and employees; interview processes; multiethnic curriculum; etc. This would allow us to better examine and evaluate this particular areas to assure that what we say we're doing and what we are, in actuality, doing is the same.

There is nothing on Community Relations/Public Relations/Public Information.

Multicultural, information literacy in the curriculum. One feature of the pre-1990 Handbook that was very useful, were the questions at the end of each standard.

Inclusion of Diversity/Student Equity as a separate standard.

Perhaps add categorical program accountability measures to replace those likely to be lost with relief from mandates proposal.

Campus climate.

I believe that a 9th standard on External Relations should be considered. A major focus of community colleges should be on our multi-dimensional relationships with our service environment. An additional standard in this area would help to encourage such a direction.

Clarify the accountability emphasis.

Include more affirmative action.

Create the opportunity in all eight standards for the college to demonstrate the ways in which it is using information technology to provide accountability and do planning.

Specific Recommendations for the Standards

Standard One

Standard one may be too broad to be effective. It might be more useful or realistic if it were divided into two standards; one which would include planning and institutional effectiveness.

Standard one is very broad - perhaps separating into two standards would be appropriate. Mission and planning could be grouped together... in California shared governance - particularly with role of academic senate and collective bargaining - might need specific attention - I'm not sure how well the concept and practices are (even now) understood and implemented.

Review Standard one - somehow redundant.

Standard 1D does not cover how the areas of governance work together.

Institutional integrity should be rewritten.

Clarify or breakup Standard One.

My group, standard one, spent too much time discussing sentence structure Or the most common questions was, "What do you think they want us to do here?"

Clarity and specific directions are needed for Standard one. It seems to be the "overview" of the entire self study and certainly overlaps most of the other standards, causing repetition.

Standard one places too much emphasis on faculty issues - NOT student or results oriented. Standards should focus on student outcomes.

Standard one overlaps too much with other standards.

There is overlap between standards one and eight.

One: More detail/guidance on "affirmative environment."

Standard one contains a wide variety of areas to address, particularly Standard 1A. There should be some way to more appropriately "group" 1A items.

Clarity for Standard one - particularly "effectiveness."

Standard one and two seem redundant.

I feel that the concept of "integrity" is insufficiently developed.

Too much overlap between Standard one and four.

Institutional integrity is too vague.

Standard one overlaps too much with other standards.

More detail/guidance on affirmative action.

Organizational goals changing to meet needs of students, how decisions best enhance students, not staff.

Standard Two

Greater concern for academic standards.

2A.1 and 2A.2 are too broad.

Streamline and link standard 2 items more clearly to various programs (transfer, general education, vocational, basic skills, community education).

Supporting docs for standard 2: Time 3 add course syllabi to outline and objectives.

Educational programs is too long.

Educational programs standard is still very broad in scope.

Educational programs standard encompasses too many areas. I served on that committee and we spent a considerable amount of time trying to cross-reference our information to other standards. Many times we felt that our standard was the bulk of the entire report -- It was difficult to edit it into a manageable size and still cover everything the standard asked for.

The college focus is educational programs - yet it seems to have limited emphasis -- or way to evaluate for improvement!

Educational programs should be broken up somehow - transfer/vocational/ remediation would be a suggestion.

Emphasize balance in use of resources.

Most importantly, the standards should elicit clearer and more complete assessment about whether education is being done well at the college. Standard #2 is the most fundamental part of accreditation.

A major issue at times was where instructional computing should be addressed (Standard 2 or 5)?

Teacher effectiveness and quality of instruction is not clearly addressed in terms of technological changes occurring in many fields.

Standards two and three need to place greater emphasis on colleges showing how stated objectives are actually achieved.

There should be more general emphasis on outcomes expectations - especially Standard 2.

Closer look at classroom standards, standards for instructional programs.

An evaluation of student work to determine actual academic standards, not what is superficially true or what the college claims.

Standard two needs more specificity in areas of contract education and community services.

2F - link to student services.

Standard 2A.5 should be strengthened to ensure reasonable consistency of standards, i.e. students' grades should related to course goals/competencies rather than faculty taken (new Title V standards). 2E3 is too vague. Something in the area of standards equivalency between terminal AA and transfer undergraduate work; between vocational majors and liberal arts type majors seems appropriate - especially with the higher expectations of business/industry for the workforce of the future and career laddering potential.

Standard Three

Standards are difficult to maintain in students services because of budget.

Student services and the co-curricular learning environment should be reviewed. A large number of co-curricular activities are not in student services. A format should be included to describe non-traditional programs and services, i.e., innovations in curriculum and services. Currently considerable guess work is involved as to where to place it.

The standard on student services needs updating/clarification of purpose, role, and function.

3C is confusing.

Still some confusion about Standard 3. How do you summarize such diverse student services into a summary document.

Standard three is too wide-ranging for any reasonably sized committee to deal with appropriately.

Some middle ground between detailed "laundry list" of services and open ended response - also some "outcomes assessment" would help.

Standards 3 and 5 re very broad categories.

Standard Four

Remove racial and gender preferences in hiring.

Faculty and staff criteria need to be more specific in separation of instructional and non-instructional staff.

Standards for assessing the general faculty.

Standard four is covered somewhat in standards 7 and 8.

I feel that the questions for Standard 4 need revisions for clarity and inclusiveness. I have chaired this standard for 3 accreditation visits and believe that members of the committee work hard to provide information which is requested. I would recommend that the personnel officers of community colleges around the state be given the opportunity to review the questions and make suggestions for improving them. The idea is to fully capture the faculty and staff component of the institution. As presently constituted, the questions do not fulfill this need. (It may well be that the same comments could be made about other standards, but my greatest familiarity is with Faculty and Staff.)

Standard Five

Standard five library and learning resources can be very different at same institutions and the standard lumps them together. They might do better with clearly separated items under Standard 5.

Broaden library and learning resource options.

Standard 5 was to cover learning centers. However the questions were more pertinent to libraries (e.g. # of materials, square footage). The NADE (National Association of Developmental Education) guidelines should be referred to by the commission so that adequate representation of learning centers is presented rather than trying to fit the ALA (American Library Association) model which is an ill-fit for learning centers.

Section 5 - Library and Learning Resources should be integrated into Educational Programs along with instructional delivery issues and multi-faceted learning support (computer labs, teaching-learning centers, tutorial centers, etc.). Library as a focus gets misplaced in the perennial resource issues. distance learning may need more focus is it

indeed becomes a more major activity. Relative resources here and throughout need emphasis.

At our college, Standard 5 was a difficult one since it seemed to encompass so may different areas. Do other colleges have this problem? It seemed to be the only one that gave us such difficulty.

Eliminate budget from number 5 and move to number 7 to put in same context as other programs and services.

As we move into greater use of information technology, it seems that this whole area ought to figure in the process. Just as learning resources does - both administrative and academic; infrastructure, accessibility, MIS, ethics, etc.

Library and learning resources needs to be defined more clearly - often instructional programs and other service confuse this standard. Standard 5 should include library, media and AV. Other functions such as tutorial, learning labs, staff development, etc. are found in other standards.

#5 should not imply "library" and all others - our library is steadily decreasing in importance - other stuff like computers are more important.

The standards should take into consideration effective and/or innovative use of technology. It is currently lumped under Library. Possibly the title should be Learning Resources with the Library as one of the key aspects.

Group 5 and 6 together.

Standard 5 should be rewritten as Instructional Support Services.

Learning resources should be clearly defined and in only one place.

The Library and Learning Resources standards should be revised to reflect the roles and functions of other Learning Resources units such as computing services and learning centers. The present yardsticks are applicable primarily to the Library.

5E is too vague.

Standard Six

The standards should address facilities and program access for individuals with disabilities. Also diversity should be understood to include disability.

We had a bit of a hard time knowing if/where to include grounds and physical appearance of campus - which some of us felt were critical indicators.

More questions are needed to address accessibility for the disabled in the Physical Resource section. Are they in compliance to ADA requirements?

Standard Seven

A complete budget analysis -- all fund balances, not just current operating budget -- is necessary for a self study team to intelligently respond to Standard 7.

Alternates for financial planning and budgeting for private institutions.

Standards 6 and 7 are problematic because current resource limitations encourage focusing on what can't be done. Should we include more emphasis on productivity?

Standard Eight

More emphasis on shared governance.

More detail re: faculty roles in governance.

Clarification of district-site relations.

Lumping together the district with the college in Standard #8 is very confusing; this needs to be separated for multi-college districts. The same is the case for standard #7.

No changes... By rewriting governance and administration as a single standard for either single or multi-college districts really helped.

Relationships among constituent groups; leadership and accountability; AB1725 shared governance.

College/District relations.

The California community colleges need specific subsections on shared governance where relevant in the various standards.

Standard 8B states "The CEO's full-time responsibility is to the institution." This seems to impose a requirement that in multi-college districts, EACH college must employ a CEO whose span of control is limited to that college. In terms of organizational and budgetary perspectives, this may not be the most effective means of providing institutional leadership in these Districts. This aspect of the standard should be relaxed in order to allow multi-college districts the organizational flexibility to meet their objectives.

More emphasis should be placed on the Board of Trustees' effectiveness (or lack of effectiveness) and accountability. Some board members (especially in multi-campus districts) feel they are not accountable. The Board's effectiveness should be more prominently referenced in standards 1, 7, and 8 (and perhaps others). Perhaps whole districts (not just individual colleges) should be accredited.

Something to evaluate shared governance more closely and the effectiveness of the administration from the president all the way through counseling.

CEO's should be told to not chair Standard 8.

This standard needs focus on district to college to trustees.

Governance and administration should give greater attention to leadership. Educational programs should focus on outcomes measurements. In this era of shared governance and participation, management standards on organizational culture and climate might be considered.

#8 is difficult to comply with because college staff and administration are afraid to voice opinions regarding district.

Please separate the college from the district on Standard 8.

Shared governance is suffering birth pains as college constituencies interpret its meaning.

Standard 8 is written to discuss all the pieces of governance but not how it works together.

Standard 8 needs to be more incisive on the Board and CEO.

8C more on administrative relationships/effectiveness.

#8 doesn't address (except superficially) the interactions between the 6 constituencies. This is the core of governance whether it be in a CCC or proprietary school.

Standard 8 is the least clean and really does not clearly address issues in governance.

Group 7 & 8 together.

Alternatives for governance and administration for private institutions.

Standard 8 needs an integrative component about institutional roles and relative weight in college functioning. Isolated in each sections, descriptions of roles leads to partisan interpretations rather than effective and constructive college operations. "Well-defined responsibilities" should be contextual. Only administration is responsible for timelines - a key issue these days. Any notion of community relations, partnership efforts, etc. is missing even as these notions are increasingly recognized as necessary for all organizations. (Mission, articulation, etc. are insufficient to the concept.) Not sure where this fits, however.

Summary of Written Comments
Question #11

11. Please use the space below to suggest any improvements you think should be made in the accreditation process.

The responses to this question were subdivided into 11 categories, as follows:

Teams/Site Visits (86 responses)

Add one day to site visit
Stronger team reports
Representation on teams
Training provided to teams

Process (32 responses)

General comments ranging from working well to having problems

Politics (26 responses)

Problems with the "politics" of the process

Follow-up (26 responses)

Assure colleges are really trying to improve

Orientation (13 responses)

Visit before self study; training for those involved

Standards (13 responses)

General comments on standards

Involvement (11 responses)

Improve levels of involvement

Time Involved (8 responses)

Too time consuming

Need to Address (8 responses)

Various comments

Self Study (7 responses)

Critique of self study

Accountability (4 responses)

Written Comments
Question #11

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Teams/Site Visits (86 responses)
Process (32 responses)
Politics (26 responses)
Follow-up (26 responses)
Orientation (13 responses)
Standards (13 responses)
Involvement (11 responses)
Time Involved (8 responses)
Need to Address (8 responses)
Self Study (7 responses)
Accountability (4 responses)

Teams/Site Visit

Visiting teams should be less political and focus more strenuously on standards and on validation process. Our most recent visit was somewhat superficial. However the process is good!

Accreditation team members' attention should not be monopolized by the few most "political" faculty members whose views are not always shared by the faculty at large.

Accreditation team members are not perfect. No one is but can you try to assure that the accreditation team comprises of people who are objective in their evaluation of a college. It's not fair to the college is for example, team members go in not liking the president. Also not fair to the president. The team should also spend an equal amount of time writing or reporting/noting positive aspects and accomplishments, rather than looking for areas which require improvement. Hearing more the negative can be defeating.

It would help an individual that is serving for the first time to be a better team member and get a better handle on the process if they are called to serve again shortly after the first visit. That would help that person to develop into a better team member.

The team should show more courage in reporting what they hear.

I realize accreditation visits can be expensive but perhaps visits should be a bit longer to allow for more interactive and extensive review.

Findings of visiting team need to be more widely distributed to members of the college.

Require that schools keep released time for the school accreditation leader and secretarial support through the response period following the team's report so that the school can discuss and respond to / negotiate with the accreditation team / report.

I wish there was more time to visit with faculty and staff.

Team report should be more pointed (include less "sugarcoating") in those components of the institution whose performance must be significantly improved. Insist that improvement take place promptly. (This may happen - it remains to be seen.)

It would be nice to have the team do an exit "review" with the committee chairs before the team chairs' exit report to the college.

Perhaps a fourth day would provide for better community assessment of the college's effectiveness.

An extra day to observe would be beneficial.

More time for visiting team to complete visitation and conduct their work, fewer late night meetings reiterating what is already understood, picking a chair who had only one agenda on her/his mind: No personal agendas which take up team's time.

A method needs to be developed to deal with multi-campus districts when different evaluation teams evaluate the board/district differently in regard to Standard 8. Problem with LACCD.

The team should interview more staff members rather than the administrators.

Better preparation work prior to commencing the field work or actual visitation.

It might be valuable to be able to access the detailed notes that each of the accreditation members compiled, particularly when they are NOT represented in the final recommendations!

Team members should be more clear as to supporting documents they wish to review, rather than assuming such documentation does not exist and writing it up as a criticism in the team report.

Team members should be carefully coached so that they do not make unreasonable demands of college staff and/or resources.

More experienced team members or mentoring during process for new members of teams.

The committee needs to be informed about how the institution either responded or not. We leave knowing what the previous committee recommended, what we recommended but not how the institution responded to "our" recommendations. "Follow-up"

The team report recommendations were specific areas that were evaluated as of greater importance; therefore receiving a "Recommendation." The "findings" and "observations" comments were not as well emphasized; however they were, in my

opinion, just as and some more valuable for the college to consider addressing. The observations were campuswide in evaluation and may suggest or provide some basis as to why the segments (recommendations) were necessary.

Longer exit meeting. More clear-cut idea of what their recommendations will be for each standard.

More non-CEO visiting chairs. This would break down the suspicion among other groups. Team training needs to better help team members with skills needed to balance their professional experiences with an objectivity and sensitivity to the college being evaluated (the "we do it this way" syndrome). Some more rigorous method for stimulating the college into treating accreditation as a continuing process. The 3 year report may help this. Perhaps there would be a review of a sample of 3 year reports and other documentation to assess its effectiveness.

Assure that accreditation team members are open to differences among types of institutions.

The accreditation team took a long time to interview many of us and to peruse our self study. However, the came up with only 3 very general areas for improvement - More detailed, specific comments would have been more appreciated by the faculty I spoke to.

Allow the visiting team more time on campus to fully assess every aspect of the institution being reviewed.

Teams should be encouraged to schedule appointments in advance of their arrival. This may be standard practice. However, in our recent visit -- last week (Yuba College) -- meetings were called sometimes with only a couple hours' notice. We were told this was the team; however I realize it could have been our Dean of Instruction. Faculty were willing to and wanted to meet with team members, but we needed to schedule around our classes; this proved difficult in our case.

Selected members of the Evaluation Team should be objective and demonstrate highest ethical standards.

Visiting committee should be careful to not come onto the campus with their own agenda at the expense of the self study.

I would try to have southern California personnel serve on accreditation visits to colleges south of Bakersfield not only to reduce air fares, but also to allow more faculty to participate on more teams. I had to decline being on a team accrediting a northern California college as I would have had to miss classes on Monday, Tuesday, Wednesday, and Thursday.

More faculty on visiting teams. Faculty selected by Academic Senate, not CEO's.

The process suffered from lack of information. Requesting participation from outside their area of expertise resulted in a frustrating experience. While I believe all groups should participate, they should operate in their areas of specialization.

Believe faculty rep from team should be involved in the chair meeting with the president discussing the team report. Colleges should be asked to comment about the standards and write an interim response on the team report.

Classified leaders should be included on the teams.

I would just like to add that the leadership of the visiting team in the experience I had was quite outstanding and this is a key variable to the overall value of the process.

Get a little background on college population ahead of time to determine the size of an accreditation team.

One improvement might be more opportunities for rank-and-file staff to meet with Team. Another might be one more day/or the team to meet staff on an informal, less threatening basis. Third, the directions/or the self study might be in English rather than educational jargon.

Some part of the process should allow members of the team to be resources for campus units when such assistance is desired.

I believe that the accreditation team members should spend more time with the chairs of the standards and members of campus committees. I felt that the last visit was quite unsatisfying in that those people assigned to review the standard which I had chaired spent about half an hour discussing the report and did not appear to be very knowledgeable about the issues. This is in contrast to previous visits where the questions and comments revealed substantial knowledge. As a result, I believe, the final report/recommendations contained errors of fact which would not have occurred if the members had been more informed or thorough. I felt the review was quite cursory, in fact, and I was disappointed so much time was spent in preparation for the visit.

The size of the college should impact the size of the team for the visit. We had a very small college that didn't need 8 people for the team.

More objective analysis of self study by accreditation team. More careful study of whether recommendations of last team have really been implemented.

Teams should spend five days on campus.

The length of comprehensive visit should be increased by one day. At present, it's too abbreviated, intense and almost frantic a process. Another day would allow for a visit to be more thoughtful.

More time is needed for evaluation, discussion, meeting with faculty, team reports, etc. 4-5 days, I felt very pressured/rushed.

Team members have specific expertise - especially make sure a team member has had financial expertise. Team members and report should assess whether recommendations are being implemented only in form to satisfy next accreditation report, or whether real change has been implemented in substance.

Better coordination of district and college governance/finance recommendations - this is starting to happen, but often in a multicampus district college issues are the result of district decisions or processes.

There should be a wider range of faculty and administrators who serve as team chair.

Accreditation teams should seek balanced input (not only from perennial dissidents).

While there is a definite need to set standards and have outside people objectively evaluate them, there are several limitations. The haphazard way in which students are questioned and the limited "digging" for information yield superficial results. If accreditation is to be a meaningful activity, several weeks are necessary for a visit. It's always a rush job.

Occasionally the suggestions for improvement should be specific.

Make sure all team leaders are up to speed and agree on the importance of the visit and that the leader has chosen an appropriate assistant.

Accreditation teams should be strongly reminded (and monitored) so that they don't conclude by dictating a different mission or emphasis for the college when the college has already determined and successfully adhered to its mission and objectives.

The visiting team needs to have plenty of time for employees to talk to them.

Teams should be more direct and pointed in recommendations for institutional change.

Visiting team should be more thorough and frank in evaluating institution and should follow up on disposition of its recommendations.

I was really bothered by the fact that the visiting team focused on issues that were not pertinent to those concerns required by the accreditation process.

A few key people selectively plant themselves with the team. The results are blatant. The results are extremely hit-and-miss and lack credibility.

Many more faculty need to be included on accreditation teams. The current view is skewed by personal friendships among administrators.

Add one-half day to team visit.

The process needs refinement. Administrators are too concerned with appearance rather than what happens in classrooms. Teams seem to feel it necessary to find something wrong. Examples: 1) Accreditation Report (last one) indicated a need for better data on students. Result: College hires highly paid "research assistant" to meet this supposed "need." Few faculty would support this as a net gain for students. 2) Accreditation Report indicated handicap access needed for restrooms. Result: College modifies 3 restrooms located within 50 feet of each other! All are now wheelchair accessible. The cost of this was very high as concrete walls had to be torn down. In two years, I have not seen ONE handicapped person use any of them.

Insufficient time to truly evaluate a campus. Three days is not enough to do the colleges justice.

The process is very intense and requires at least a day longer so that teams are not "burned out" on the last night when required to write their individual statements.

The accreditation needs to do a much better job in selection a team that is culturally and ethnically and gender diverse.

Better understanding for the team members, who have never been through the accreditation process. Training might help.

I would recommend that the visiting team personally interview a larger number of individuals from the college community. Although, it currently reflects a broad cross section (administrators, faculty, staff, students, etc.) it seems limited and team recommendations appear to be made, at times, based on isolated incidents or facts or at least strongly influenced by these.

I suggest an additional day for multi-college districts.

1) More student accreditation team participation, 2) Team leaders who push to have their viewpoints presented should not be selected again.

The final report should be a committee report by the visiting team members (prepared "before" departing visitation site) - even if an extra day is necessary for its preparation. Our last accreditation report was "weak" and thus not that useful to us as a college. Protection against administrative "back scratching" by chair persons.

The time spent on a campus by a visiting team is too brief, making it vulnerable to "putting on the institution's best face" as well as to providing a forum for grumblers. Add at least one full day of visitation.

Team members should be physically capable of visiting campus programs and classrooms - not kept in a room where everyone comes to them due to health.

Add classified staff members to the teams to reflect changes in shared governance.

I think there should be more interaction between teams when a dual accreditation is taking place.

There should be a Chancellor's Office report prepared along with the Self Study and both should be reviewed by the team. The team should know how the college rates relative to other colleges on affirmative action, FT/PT rations, load, reserves, and many other indicators of effectiveness.

Require training of team members on the standards to which they are assigned.

Get the feedback from the students.

More student involvement. More interviews at random.

More faculty, fewer managers on teams.

Visitation team might have been advised to be more analytical. The same campus faction attended all public hearings and its (negative) input was reported proportionate to the "noise" rather that the number of staff or the overall context.

Have the accreditation team members knowledgeable in several areas. If that isn't possible, try to have faculty who are at least familiar with different areas. For example, a team member who is knowledgeable in one standard and uses other areas at his or her college.

Selection of team chair and training of chair and members need to improve.

Team members appeared not well qualified to assess the college's practices in relation to the standards addressed. It was also clear that personal bias (or that of those interviewed) was reflected in the report, not necessarily reflecting reality.

The visiting team should have more time on campus before the visit starts to review the documents.

Teams need a better balance between faculty and administrators. Sample schedules of visiting team activities while on campus should be made available to ALO's and Self Study Coordinators.

Process

Recognize that the process will add to overwork of hardest working faculty, so budgets need to be augmented to pay faculty to participate, relieving them from other duties. More teaching faculty should be on teams; preponderance of administrators leads to their whitewashing the whitewash of fellow administrators.

Overall, process works well.

The legitimacy of accreditation as an objective mechanism for setting and enforcing standards is in some question. The time may be appropriate for an examination - fundamentally - of the whole process with an eye to achieving greater public support.

The process certainly requires commitment of time and personal priorities in order to remain a viable part. It can prove frustrating as the financial status of the state of California and our district may tend to cause problems. I continue to hope that there is a place for minority views.

The value of accreditation depends entirely on the institution's leadership and their attitudes toward the process.

No process can be "better" than the people involved at this institution. The people in position of leadership do not practice self assessment or reflection. Accreditation to them is a "hoop" to jump through. Accreditation may be like masturbation - a lot of activity which feels good but any lasting effect...?

I think the new format was an improvement; we had to approach the accreditation differently because of the format and it was refreshing after doing four of these before.

A greater emphasis on linking planning as an ongoing process linked to outcomes, standards and fiscal resources.

None. Very satisfied with the process that took place.

The survey should go out after the entire process has been completed.

The amount of institutional commitment and effort required needs to considered when additional requirements are added to the accreditation process.

Put more teeth into it -- we did a good self-evaluation, but our report was largely ignored except for some cosmetic blustering about with committees which accomplished nothing. We are still all screwed up.

More attention needed to focus on how an institution can become/remain a "learning institution." Attention to how institutions can solve the problems it identifies. Less process orientation for accreditation. Involve visitation team members more in discussion and in summary information re overall process actions taken by the commission. I would appreciate getting good feedback re how I can improve my participation.

The rigidity of the process creates so much focus in meeting all details that the broader questions of quality etc. tend to get lost amongst the 9 committees and hundreds of opinions.

I support several of the recommendations of the Academic Senate. Particularly, I think the process becomes too cozy at the end. It must be opened up.

Accreditation is in flux and needs to be more carefully defined and a more open process of the public is to continue to have confidence in it.

I chaired Financial Resources committee for our last accreditation (I think prior to August 1991). Even though I had excellent support from accreditation-chair - the time it took was a burden - (some release-time for standard chairs or something - flex credit.)

Again, consider accrediting districts as well as colleges. District administrators and trustees are inadequately covered by the college accreditation process.

At our institutions I believe we would work toward excellence with or without the accreditation process.

Caused pain to college when it was not deserved. Hurt morale.

The process is imperfect but adequate. Confusion seems to exist among self study teams about how and in which sections to report some information which seems to apply to multiple areas (i.e. Educational Programs and Learning Resources and Student Services). Need suggestions for how colleges can have broad representation on self

study teams and still assure that members have the knowledge and skill to make a serious contribution - perhaps a "training" program?

You are doing fine work.

This is extremely important and should be continued as is. However, it cannot address the issues that are important to a college - especially issues of community, self-image, morale - things that can make a college really special or unpleasant.

More communication with trustees.

Keep "as-is" for another five years.

May have some after visitation. Too long a time has elapsed to answer from the last self study.

The process seems to work well - we had substantial college participation this time and that was beneficial.

Re: 8e - I don't believe the public has any knowledge of the process.

Reduce affiliation and overlapping with government agency oversight and monitoring.

Unfortunately, it is up to the institution to inform the public; generally, these institutions are reluctant to inform the public through media possibilities - Could the Accrediting Commission do the informing by sending reports to the media? I realize the political ramifications of this, but we are, after all, tax supported entities!!

Don't waste any time. I have better things to do.

I think that a major improvement would be made if colleges found a way to integrate accreditation standards into their basic planning processes so that the normal cycle of accreditation visits was not seen as an out of the ordinary event. We're developing such a process but it's too early to know how it will really work.

Politics

Impossible task but reduce the politics inherent in the process and let chips fall where they may. (I will never participate in this process again!)

Inculcate a sense of honesty and pride in college staff, then accreditation would be worthwhile.

We need more objective parties involved in the process. Those with a pre-determined agenda decide the results.

Each standards committee prepared an accurate report, warts included. The visiting team did not see these reports because they demanded a <u>brief version.</u>

The problem lies with the College response and how seriously the college takes the process. The specific requirements made in our accreditation review five years ago forced the college to make changes (it took four and one-half years to do it...) But this latest accreditation - the report (based on the oral report I heard as I haven't see the written version) is so broad and philosophical that I assume the administration can weasel out of doing much.

I chaired the Standard 4 committee. It was a farce. I wrote an elaborate process that would have worked better, but no one was interested at the end of the process, understandably.

Coming from a background of private business, I couldn't help but note the political undercurrent of the process. Few participants were willing to speak openly and honestly. I personally believe one-third of the accreditation committee should be selected form the state's business community.

It is rare that a College is denied accreditation or put on probation. Standards are too lax and visiting team members too susceptible to bull. Administrators always are sympathetic to the administration of a college being studied. STRONGER DISCIPLINARY ACTION IS NEEDED TO INSTILL A SENSE OF VALIDITY IN THE PROCESS.

Steps should be taken to moderate the influence over accreditation of CEO's in particular and administrators in general. This step would reduce using accreditation visits as an opportunity to make contacts for one's personal career advancement as well as enhancing the objectivity and credibility of the process.

The final written report at my college's recent accreditation visit substantially emasculated critical comments that were made by the team chairperson in his oral presentation to the campus community. The process of finalizing a report seems to have the effect of weakening it to avoid offending anyone.

CEO's protect each other therefore leadership role should be reviewed for more objectivity. Team observations are often rewritten to minimize criticism. Significant camps problems are often ruled as not in province of accreditation; therefore staff sees accreditation as a "whitewash" inconsequential activity.

All statements depend on the educational leadership. If the leadership is strong and positive then actions are and will be taken. If not... then trouble.

How to get some <u>teeth</u> into recommendations affecting CEO's, especially when they have their boards in their hip pockets.

Administrative criticism should be tougher and more expeditiously corrected!

Most of the recommendations for improvements in the self study and made in interviews were ignored the final report of the team. I feel that politics plays a role in the process.

There should be more classified input into the effort.

Is it appropriate to develop and implement signature sheet for faculty to sign confirming their input to the self study? Some institutions involve most/all of the faculty and others involve a limited number of faculty, staff and students.

Work toward reinstating real academic standards in our system and exorcising politics.

My reservations revolve around an institution's commitment (or lack of it) to candidly consider its practices. Only draconian supervision could deal with the miscreants.

Set high academic (not political) standards for teachers and students.

As a trustee, I was advised to not make waves - would have been more helpful to have pre-, during, and post-involvement.

The process itself is very valuable; however, it is too diplomatic when it finds problems.

Process needs to be more objective and impartial... accreditation process should not be used to wage political battles or advance view points of various interest groups. Should identify outstanding programs and provide seed money the will lead to real improvement.

It should be less political. There are times I have felt the accreditation was already sewn up as being good.

It should be a campus wide activity. All staff should participate. Anything less than full participation degrades the outcome; reduces the value of the process.

Team chairs should be impartial and not have agendas.

Follow-up

More follow-up to assure that administration address findings and recommendations.

I think that the accreditation process would be very helpful in shaping planning and educational direction. The administration must be willing to act on the self study and its evaluation. This is the significant question: How many institutions really use the information they gather in the self study to set planning agendas?

More follow-up - is the college really trying to improve or just giving "lip-service"?

Recommendations should be stronger and should be followed up on and if not addressed, sanctions imposed on accreditation status of the college. Currently, colleges know nothing will happen even if they make no movement.

Colleges should be encouraged to start dealing with the recommendations as soon as possible rather than waiting until just before the next evaluation.

It would help if there were some means of acquiring faster feedback from the entire campus community to the visiting teams responses.

Take a close look at the college being accredited and make sure they follow-up on the recommendations. This has not been the case at Barstow College. Accreditation reports are largely ignored.

Someone needs to be responsible that suggested improvements are made. We do not have comprehensive programs at Los Angeles Southwest College that serve the needs of our community.

The mid-review of recommendation is very helpful as long as those recommendations are widely disseminated and the mid-report has wide input - if it is only done by administrators, it will have little value and be just one more report.

Closer follow-up.

Yearly progress and goal statements and reports. Should be done yearly and not wait until the accreditation year to do the self study.

I'm waiting to see whether accountability to the process has any teeth on the current go-round.

The interim visit should be more than cursory. The college should be monitored more closely, perhaps by an annual evaluation of progress on resolution of recommendations.

More college staff should participate directly in reviewing the past recommendations from the accrediting team.

Follow-up on team recommendations/college's implementation and timetable.

If my experience is typical, there are insufficient "teeth" in to taking previous recommendations seriously (either disagreeing early on or agreeing and commencing improvements before the next self study.) I also found my own campus experience an as a visiting team member quite inconsistent in application of standard 1 by the 2 teams. Evidence of process and outcomes should be more strongly emphasized. Q8d and e should be strengthened in connections with public expectations of accountability (Student Right To Know federal legislation conceptually incorporated in Integrity standard; explicit objectives and report on results; normative such that students completing a course of study are broadly comparable to students form other colleges, etc.)

The process educates those who participate in it and stimulates "making connections" - seeing how all parts work together or don't, to achieve goals. Process also clarifies goals, but long-term success depends on commitments by administration, faculty, and staff to act. This commitment varies, and there seems to be no way to monitor follow-up unless the school is seriously troubled. Work on follow-up mechanisms for schools that are OK but which need to improve in some areas.

I believe specific short-term goals need to be established as an immediate follow-up to the Commission's recommendations by the institution and feedback mandated from said institution to promote compliance.

How can we put more "teeth" into team recommendations that reappear over and over and the college does not address them? How to encourage more faculty participation? How to orient them?

Give colleges a deadline (6 months?) to correct deficiencies.

Follow-up surveys and checklists should be required of colleges in the years between accreditation to better insure the college is proceeding with its goals and objectives.

Perhaps mid-cycle progress report should also entail a brief site visit to prompt attention to full self study.

Concerning Q9 (*note: about value of accreditation*), Our last few accreditation reports have been filed and never referred to - not for planning, not for anything. It is disheartening to have put in so much work for no purpose. Some form of accountability should be attached to the process.

There should be a follow-up to see that the college is addressing the recommendations and working on improvements/suggestions. Maybe that would eliminate some of the last minute rush during the accreditation process. It is alot of hard work and I personally devoted a considerable amount of my personal time to it.

Ensure that findings to recommendations are adhered to.

Follow-up.

Orientation

Improve training and integrity of committee chairs. Most are fine - some are interested in simply avoiding issues and avoiding controversy.

Faculty and staff involved in the process need better training before beginning their study. Perhaps more guidance would be provided in Commission publications.

I think that guidance in performing the self study should be more structured. Where to start, where to end, list exhibits requested. Perhaps ask leading questions. It took a great deal of time which was unavailable. The self study was often "thrown" together.

Much better direction is needed for the self report. I chaired a subcommittee and we chased our tails around for 3 to 4 weeks only to have to redo what we had completed due to a complete lack of directions.

1) Send an accreditation expert or an experienced person in the process to consult with each committee and clarify what information is required at the start. 2) Formulate a survey for each group ASAP and match it up with earlier accreditation survey to see if there really has been any improvement in the college and the attitudes of the faculty and students.

More frequent WASC newsletters on issues common to all colleges.

It is a learning process, after being a chair for three accreditations, I find it is still a learning process about my institution and where it fits in the community.

More assistance/guidance relating to whether to do a staff/student survey.

Clearer direction.

Training session are tough to attend as faculty member when the same semester as the is it - miss too many class sessions - (i.e. fall semester).

Write a cookbook.

Have a representative of WASC visit the campus for a workshop one and one-half years before the team visit.

The orientation to colleges preparing self study reports would be more helpful if held 18 months (or earlier) before the evaluation team's visit.

Standards

We haven't received the Accreditation team report yet so some of these questions are difficult to address. I think there should be some sort of rating of each college in respect to each standard. Campuses are free to interpret the "seriousness" of the team's recommendations and may discount them or consider them "nice suggestions."

More emphasis on outcomes.

"Format" the committee functions for each standard for institutions.

Less focus on traditional organizational structure during rapidly changing times.

The committee I chaired had a difficult time understanding the description of the standards. We found the language to be verbose and cumbersome and a hindrance to understanding the "spirit" of self-evaluation. Couldn't the descriptions in the self study be rewritten to more "user friendly"?

Standards should always be moving towards the ideal. They should be challenging to the institutions. Accreditation teams need to be more specific in their recommendations.

8d. Business objectives - yes; educational objectives - maybe
8e. Quality assurance to the public is perception what makes Harvard better than UCB better than CCC - quality, opportunity, ability to pay, dedicated staff, shared governance?

A component that requires performance measures (outcomes) would improve the relevance of the process.

Well defined quantitative and qualitative standards.

Substandards need to be expressed more clearly; for example, besides stating that certain policies are published and available, it should also say they are being implemented. Evidence of effectiveness, assessment should be required to be sent along with report (job placement/success, transfer numbers/success, student completion of programs, evaluations of their college experience, etc.)

Again, standard five (library and learning centers) should include NADE standards.

Reduce the number of standards to three: Plant, Staff, and Students. Make comparisons between colleges. Show a college where it stands in comparison to other institutions where appropriate.

The new standards will help focus more accurately on assessment. They are clearly stated. Trustees need to be much more aware of the process and how it works.

Clearly and simply define the standards. Provide more direction on what measures are appropriate for evaluating the standards.

Involvement

Mandatory minimum required of faculty, staff, board members, administrators and required minimum diversity on accreditation subcommittees working on each standard.

Possibly more "checks" to be sure involvement by a large number of staff - maybe there could be examples of how this has successfully been done at some colleges in the "directions/guidelines."

I expect person from each standard "area" should be assigned to liaison each committee.

The Chancellor and the Board didn't seem to be very interested in the process. They were all on committees, but didn't bother coming to many meetings. They could have (their input) provided more institutional interest and involvement in the process.

Does the public know of or truly understand the process? Include community member at all levels of self study and visitation team.

Someone hopefully will find a way for colleges to encourage ALL faculty to participate.

Have equal representation from different levels of campus on all committees. Make sure administration does its part.

I found that a small part of the campus did all the work. More genuine widespread involvement is crucial.

Insistence on broad process at local college - involvement at all levels in preparing self study.

Share innovative ways that colleges have truly utilized STUDENT views.

Strengthen the reporting "input" from students and community.

Time Involved

Primary concerns are focused on time and effort expended on self study compared to length of team visit and qualifications of team members in some standards.

Too much ado.

Coordinate all accrediting process at one college so that the process is completed at once. For example, the state and national accrediting visits for various programs coordinated with the Western Association.

Six years between visits is too long.

Extend comprehensive evaluation time intervals to 8 or 10 years, if there is a midterm report. Comprehensive evaluations are time and energy intensive; time is better spent implementing recommendations.

If processes for self study were better streamlined (pre-developed questionnaires, tighter guidelines) to help cut staff time.

Less time spent on writing of documents and more time meeting with people to discuss problems, solutions, needs. Too much emphasis on "literary" aspect.

It does take up an enormous amount of time and energy. Can the process be streamlined in some way so as to reduce the burden? I'm not sure as to how, however. I could have marked Q9 (*note: related to value of process*); it has genuine value, but the amount of time and energy used up is excessive.

Need to Address

It would be interesting to look at grade inflation and to examine assessment placement for students. It's important that an accredited school not allow students to take classes for which they are not prepared in order to make money (public or private).

In these tight budget times, perhaps the process could focus on how much of the scarce dollars we have is wasted on <u>intercollegiate athletics</u> - if the Commission is brave enough.

Stronger role of curriculum committee, instructional administration, full-time faculty, and faculty senate - more focus on instruction, teaching, and learning - less on sensitivity, diversity, governance, facilities, bargaining - while all very important issues, the thrust should match Q8d (*note: relates to certifying institutions are meeting educational objectives*. The rest will follow.

Shift from teaching/teacher focus to team-based <u>learning</u> focus. Move toward evaluating effectiveness through <u>student</u> success, not just faculty opinion.

I believe there should be concern for academic standards i.e. that "college level" courses (to be defined) are being taught, and that colleges are not contributing to grade inflation.

More attention to role of District Offices in multi-campus districts.

An assessment of a school's sincerity in the accreditation process is badly needed. The ability of a faculty member to make negative points about the school without repercussions needs massive improvement.

There is no assessment of how colleges meet student demand for classes. Why are we offering so may under-enrolled classes and turning away students in transfer coursework.

Self Study

Requesting a more representative composition (position, gender, ethnicity) of chairpersons and embers of the standard committees would bring about a more accurate self study.

In preparation of Self Study Report, standard committee members should be well informed on all information and procedures related to Self Study Report.

Scrap it! Forget the self study. It is a waste of everyone's time and energy. Use more systematic interviews with all members of college community.

The self study needs to encourage greater honesty. The Team Report and recommendations need more authority - Currently they are sidestepped or ignored and no meaningful change occurs.

Do not allow the Administration/CEO to oversee, edit, and/or amputate the self study document.

The self study needs to be more quantitative and based on fact. Less subjective narrative would be helpful as well.

A little more consistency in the self study layout. Some self studies include documentation in the text and a listing as well; others don't have either. Some colleges have documentation bins for referencing; others do not. Specifically indicate documentation requirements.

Need to do more <u>publicly</u> with the evaluation of Board of Trustees.

Accountability

What happened to the 'accountability' movement? The Self Study assessment really doesn't measure anything very well. Measurement processes should be devised its to <u>clearly</u> measure effectiveness - until then, we are only guessing.

As we develop accountability data, it would work well to have the accreditation process tailored to fit in with accountability in areas that it applies so we don't have to gather the same data twice.

Action plans must be more specific - measurable. The entire process is too self-serving - if it is to become a significant factor in educational reform, it must promote accountability by being much more demanding. Unfortunately, an institution is rarely its own best critic.

Really hold colleges accountable for standards. When was the last time a college did not receive accreditation?